



**European  
University Cyprus**

LAUREATE INTERNATIONAL UNIVERSITIES

**SCHOOL OF MEDICINE**

## **Response Report**

**External Evaluation Report on the  
Program of Study  
“Dental Surgery (BDS)”**

**May 5, 2017**

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## **Introduction**

The School of Medicine of European University Cyprus (EUC) has taken the appropriate actions ensuring compliance of all bodies with all principles of accreditation and academic excellence. The following response of School of Medicine to the External Evaluation Committee (EEC) External Evaluation Report (Doc. Number: 300.1.1) provides feedback, clarification and additional information to address findings, comments and recommendations reported by the EEC. The information presented herein is done in accordance with integrity, and reflects the fundamental institutional philosophies that have been adopted by EUC administration and faculty.

The School of Medicine would like to express its gratitude to the EEC for their helpful comments and suggestions regarding the Program of “Dental Surgery (BDS)”. The School of Medicine has implemented all of the EEC suggestions, and as a result feels that the Program of Dental Surgery has improved significantly, as seen as the attached revised Curriculum and Syllabi.

Specifically, we note the following responses to the findings in the Report of the EEC:

## 1. **EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES**

### **EEC Comment 1:**

*The requirements and academic qualifications for the different levels of Dental Faculty staff members should be clarified, i.e. at which levels PhD will be required and when the clinical specialization in one of the disciplines of dentistry would be adequate. Therefore, specific guidelines on how recruitment will take place according to academic and professional qualifications and relevant tasks should be provided.*

### **EUC Response:**

Dental faculty at the level of Professor, Associate Professor, Assistant Professor or Lecturer holding a PhD and with postgraduate training or qualifications or specialty at the dental disciplines such as: Endodontics, Operative Dentistry, Diagnosis/Medicine/Pathology/Radiology, Pediatric Dentistry, Periodontology and Prosthodontics will constitute the permanent academic staff of the Dental Surgery Program. Recruitment and hirings are according to the EUC Charter Internal Regulation on Faculty Selection and Appointment. **(Appendix 1)**

Other disciplines such as Dental Materials, Hospital Dentistry, and Preventive & Community Dentistry will be covered by part-time dental faculty (Scientific Collaborators or Visiting Faculty) holding a PhD and with postgraduate training or qualifications or specialty in these disciplines.

Besides the existing Faculty and existing Scientific Collaborators, Pre-Contractual agreements have already been signed with the faculty below. (See pre-contractual agreements in **(Appendix 2)**).

<b><u>A/A</u></b>	<b><u>NAME</u></b>	<b><u>DISCIPLINE</u></b>
1	Prof. Athanasios Athanasiou	Dentistry / Orthodontics
2	Prof. Dimitrios Tziafas	Dentistry / Endodontics
3	Dr. Olga Naka	Prosthodontics
4	Dr. Flora Zervou-Valvi	Oral Pathology / Oral Medicine
5	Dr. Maria D. Gaintantzopoulou	Operative Dentistry
6	Dr. Konstantinos Nikolaos-Arapostathis	Dentistry / Pediatric Dentistry
7	Dr. Maria Iakovou Kourtellari	Oral Pathology / Oral Medicine
8	Dr. Maria E. Papadaki	Dentistry / Maxillofacial Surgery
9	Dr. Athanasios Pouloupoulos	Dentistry / Stomatology
10	Dr. Sotirios (Sotos) Kalfas	Dentistry / Preventive Periodontology
11	Dr. Dimitrios Papadogiannis	Dental Materials
12	Dr. Triantafyllos Papadopoulos	Dental Materials
13	Dr. Sheldon Dov Sydney	Periodontics
14	Dr. Chrystalla Thrasyvoulou	Dentistry / Prosthodontics



The recruitment of the above-mentioned dental faculty will take place according to the order that each specific discipline will be encountered in the curriculum per year and per semester, and well in advance of the specified teaching period. In addition to the already committed dental faculty, advertisements for the disciplines of Operative Dentistry, Oral Medicine / Oral Pathology and Dental Materials have been posted on the University's Website and applications are under evaluation.

Laboratory Instructors and Clinical Instructors, with postgraduate training/ qualifications/specialty at the different dental disciplines, will be recruited to supplement the dental faculty.

**EEC Comment 2:**

*The University must clarify and provide appropriate and relevant evidence of the existing working relationship with all the personnel members that are named in the application. More specifically, if there are existing contracts which reflect current employment status or pre-contractual confidential agreements or merely expressions of interest.*

**EUC Response:**

**Working relationship of Faculty included in the application to support the program:**

A/A	Name and Surname	Discipline / Specialization of teaching	Status
1.	Athanasios E. Athanasiou (Program Coordinator)	Dentistry / Orthodontics	Pre-contractual agreement
2.	Sotirios Kalfas	Dentistry / Preventive Dentistry and Periontology and Implant Biology	Pre-contractual agreement
3	Georgios Pantelas	Dentistry / Oral & Maxillofacial Surgery	Existing Faculty
4	Dimitrios Tziafas	Dentistry / Endodontics	Pre-contractual agreement
5	Ioannis Patrikios	Biochemistry	Existing Faculty
6	Elpida Niki-Nikolousi	Dentistry / Histology- Embryology	Existing Faculty

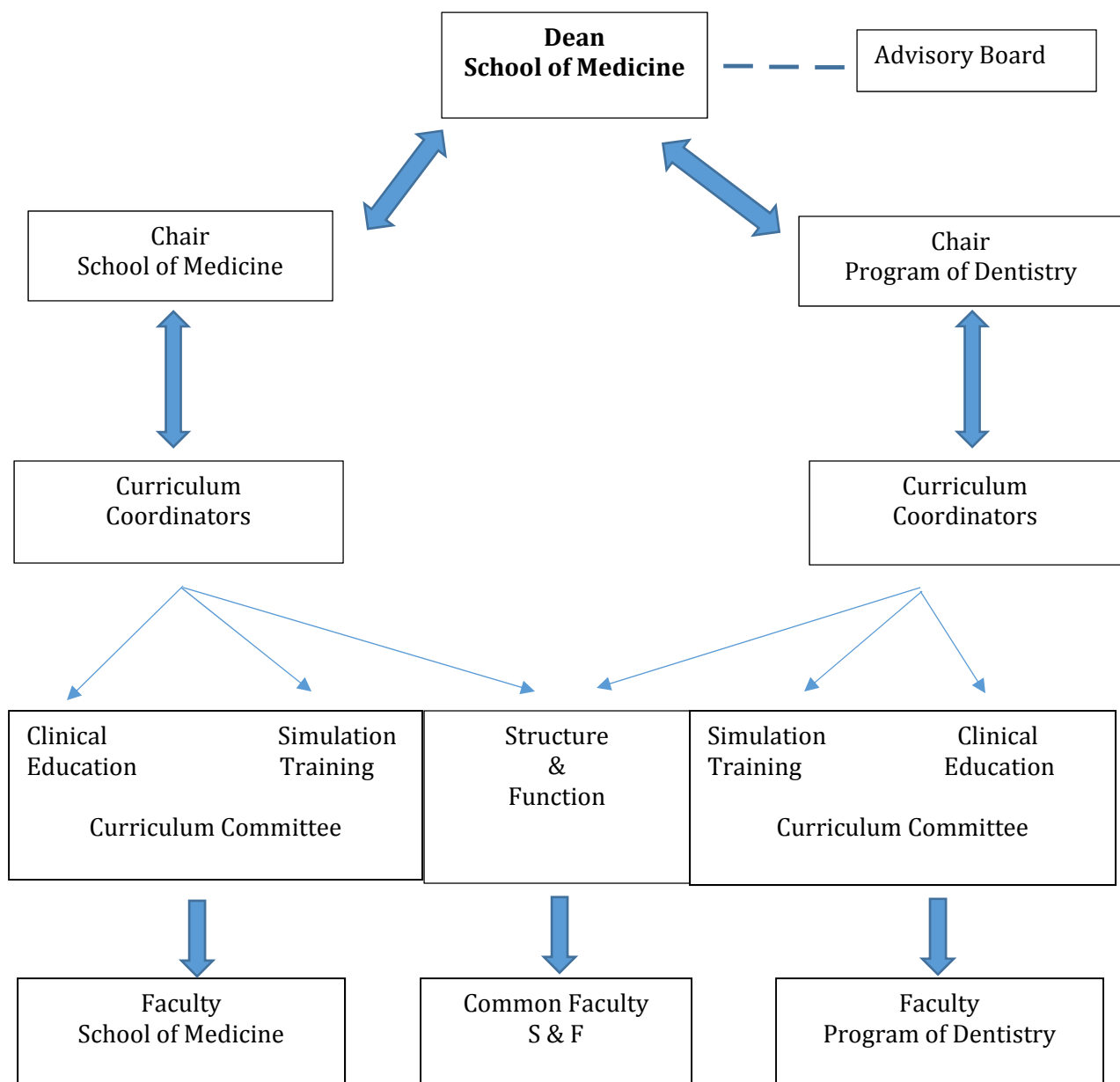
7	Neophytos Demetriades	Dentistry / Oral and Maxillofacial Surgery	Existing Faculty
8	Giangos Lavranos	Public Health	Existing Faculty
9	Theodoros Trokanas	Law	Existing Faculty
10	Alexia Victoria Polissides	Pharmacology	Existing Faculty
11	Sotirios Michaleas	Pharmacology	Existing Faculty
12	Stavri Chrysostomou	Nutrition and Dietetics	Existing Faculty
13	Johnson Elisabeth	Anatomy	Existing Faculty
14	Constantinos Tsioutis	Internal Medicine	Existing Faculty
15	Anastasis Stephanou	Molecular & Cellular Biology	Existing Faculty
16	Theodoros Xanthos	Physiology and Pathophysiology	Existing Faculty
17	Charis Xinari	Critical and Cultural Theory	Existing Faculty
18	Monica Shiacou	Educational Psychology	Existing Faculty
19	Despina Marouchou	Business Administration	Existing Faculty
20	Myria Ioannou	Marketing	Existing Faculty
21	Prodromos Kaplanis	Surface Electromyography for the Assessment of Neuromuscular Disorders	Existing Faculty
22	Athanasios Pouloupoulos	Stomatologist	Pre-Contractual agreement
23	Konstantinos N. Arapostathis	Pediatric Dentistry	Pre-Contractual agreement
24	Maria Papadaki	Dentistry / Maxillofacial Surgery	Pre-Contractual agreement

**EEC Comment 3:**

*The committee suggests that an administrative flow chart of the department of Dentistry within the School of Medicine including line management pathway and accountability should be provided.*

**EUC Response:**

**Administrative Flow Chart of the  
School of Medicine and the Department of Dentistry**



**EEC Comment 4:**

*A flow chart of the Units/Divisions within the Department of Dentistry with line management and accountability should be provided.*

**EUC Response:**

**A Flow Chart of the Units / Divisions within the Department of Dentistry with line management and accountability is provided below:**

Division 1	Division 2	Division 3
Restorative Dentistry	- Oral Diagnosis	- Orthodontics
Including:	- Oral Medicine / Oral Pathology	- Pediatric Dentistry
Endodontics	- Oral Radiology	- Preventive & Community Dentistry
Operative Dentistry	- Oral Surgery	
Periodontology	- Hospital Dentistry	
Prosthodontics		
Dental Materials		

Note 1: A Faculty Member will be assigned to coordinate each division

Note 2: All divisions include Full-Time Dental Faculty members, Part Time Faculty Members and Laboratory Instructors.

**EEC Comment 5:**

*A flow chart of Hospital/Clinical organizational chart which will include levels from Clinical Director to nursing personnel and clinical instructors for each discipline should be provided.*

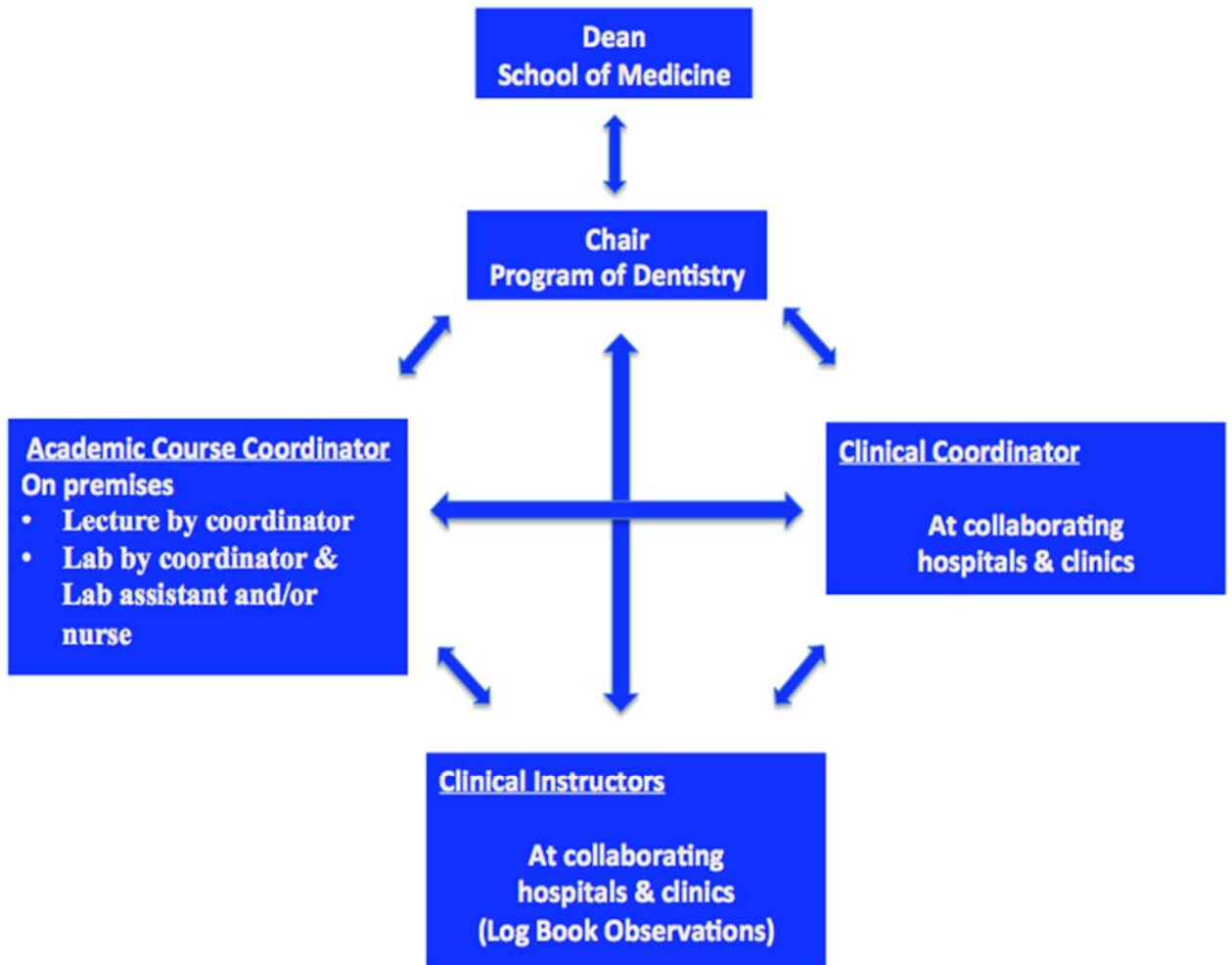
**EEC Comment 6:**

*An operational flow chart of any outreach clinical activities, including observation, should be provided (when teaching personnel is required).*

**EUC Response 5 & 6:**

**The Network**

**Hospital/Clinical Organizational Flow Chart per Course**



**EEC Comment 7:**

*Specifically, the ratio on student/supervisory staff (direct supervision) for all educational levels including development of skills on a pre-clinical and clinical level should be provided.*

**EUC Response:**

The ratio of student / supervisory staff (direct supervision) for all educational levels including development of skills at the pre-clinical and clinical level are as indicated below:

Pre-Clinical: 8-9 / 1

Clinical: 4-5 / 1

**EEC Comment 8:**

*Within the provided documentation, the committee suggests that at the specific section of “teacher” the named individuals should reflect familiarity to the subject/discipline (for example pp. 76 and pp. 33). This appears to be an issue to be addressed in most of the subjects.*

**EUC Response**

All “teachers” namely full-time and part-time dental faculty at the level of Professor, Associate Professor or Assistant Professor as well as full-time or part-time Laboratory Instructors and Clinical Instructors will teach the subject(s) / discipline(s), which correspond to their postgraduate training or qualifications or specialty at the different dental disciplines. (Please refer to table on page 4).

**EEC Comment 9:**

*The committee suggests that the University should provide financial guarantee/commitment that the required staff (including administrative and nursing personnel) required to support the totality of the educational, clinical services and research activities of the Department of Dentistry at all levels (basic science, preclinical & clinical) as requested by the Director of Department of Dentistry/BDS Programme co-ordinator/ Dental Dean.*

### **EUC Response**

European University Cyprus confirms that the necessary funds and resources are budgeted well in advance to cover all educational aspects, clinical skills and research activities according to the University Internal Regulation on Budget Setting and Approval Process. **(Appendix 3)**

### **EEC Comment 10:**

*An indicative job plan structure for Faculty members at different levels of seniority should be provided which will ensure personal development for their teaching and research profile of staff members which will ultimately will also facilitate the recruitment and retaining staff members.*

### **EUC Response:**

The internal regulations on Faculty Ranking and conditions of services and Faculty promotion according to the European University Charter which facilitate the recruitment, hiring and retaining of staff, EUC Charter Annex 6 and Appendix 6 are attached. **(Appendix 4)**

## **2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS**

### **EEC Comment 1:**

*The committee felt that the ADEE 2009 document of major and supportive competencies has not been adapted for the specific purposes of the department to be created (pp 7-13). It is suggested that adjustments are required for the purposes/requirements of the specific department of dentistry according to the existing (or to be recruited) staff members and the proposed plan of studies. It is important that this is reflected to the learning outcomes of each module/course (according to the “reformed” competencies).*

### **EUC Response:**

All the suggestions of the EEC have been taken into consideration and have incorporated accordingly in the modified Curriculum and Syllabi. **(Appendix 5)**

### **EEC Comment 2:**

The committee felt that the prerequisites for all courses were not defined.

### **EUC Response:**

As suggested by the EEC, prerequisites are now indicated in the revised curriculum. In addition, it should be taken into account that in a “fixed” program, progression of the students is strictly according to the curriculum. **(Appendix 5)**

### **EEC Comment 3:**

*Specifically for fluency for Greek language, the University must specify by when it should be concluded and how will it be assessed.*

### **EUC Response:**

Greek Language courses are offered to all non-native speaking students, during the first three years of study, at no additional cost.



**EEC Comment 4:**

*For each module/course, it should be defined which part is considered pre-clinical skills, clinical skills, knowledge or attitude.*

**EUC Response**

Clarification of acquired pre-clinical skills, clinical skills, knowledge or attitude are now provided in the section “Learning Outcomes” defined for each course. We believe that knowledge and attitude also emerge during the acquisition of preclinical and clinical skills.

**EEC Comment 5:**

*A weekly schedule demonstrating the academic and clinical activities per academic year should be provided.*

**EUC Response:**

The academic and clinical activities are provided in the table overleaf detail in the “Course Syllabi” (**Appendix 5**). For each module the students rotate from structure-to-function-to-clinical correlations. As students rotate through this horizontal integration, they are exposed first to a short introduction of the topic (introductory lectures). This is followed by team rotations through a complex series of practical sessions. (**Appendix 6**).

Course Code	Description	Periods per week Theory/Lab/Practical Activities / Clinical Rotations / Simulation
<b>YEAR 1</b>		
<b>1<sup>st</sup> Semester</b>		
DEN101	The Structure and Function of the Human Body	10/8
DEN102	Biological Processes of Human Health and Disease	10/8
DEN103	Behavioral and Communication Skills	3/1
DEN104	Dental Ethics	3/1
<b>2<sup>nd</sup> Semester</b>		
DEN105	The Structure and Function of the Orofacial Complex	10/8
DEN106	Biological Basis of the Oral Function	10/8
DEN107	Biomaterials and Technology in Dentistry	6/3
<b>YEAR 2</b>		
<b>3<sup>rd</sup> Semester</b>		
DEN208	Pharmacological Basis	6/3
DEN209	Public Health and Community Care	6/3
DEN210	General Medicine in Dentistry	6/4
DEN211	Mechanisms of Disease in the Orofacial Complex	10/8
<b>4<sup>th</sup> Semester</b>		
DEN213	Community and Preventive Dentistry	7/6
DEN214	Foundations of Nutrition	6/3
DEN215	Diagnosis in Dentistry and Introduction in Treatment Planning in Dentistry	12/6
<b>YEAR 3</b>		
<b>5<sup>th</sup> Semester</b>		
DEN316	Basic Clinical Skills I	10/24
DEN317	Digital Dentistry and Digital Planning	2/4
<b>6<sup>th</sup> Semester</b>		
DEN318	Basic Clinical Skills II	10/22
DEN319	Basic Immunology	4/0

<b>YEAR 4</b>		
<b>7<sup>th</sup> Semester</b>		
DEN420	Clinic of Comprehensive Adult Patient Care I	8/24
DEN421	Clinic of Comprehensive Pediatric Patient Care I	2/4
DEN422	Critical Appraisal of the Literature I	1/0
-----	Elective Course	1/0
<b>8<sup>th</sup> Semester</b>		
DEN423	Clinic of Comprehensive Adult Patient Care II	8/24
DEN424	Clinic of Comprehensive Pediatric Patient Care II	2/4
DEN425	Critical Appraisal of the Literature II	1/0
-----	Elective Course	1/0
<b>Year 5</b>		
<b>9<sup>th</sup> Semester</b>		
DEN527	Clinic of Comprehensive Adult Patient Care III	8/24
DEN528	Clinic of Comprehensive Pediatric Patient Care III	2/3
DEN529	Esthetic Dentistry	1 /0
DEN530	Integrated Clinical Seminar I	1/0
DEN531	Geriatric Dentistry	1/0
<b>10<sup>th</sup> Semester</b>		
DEN532	Clinic of Comprehensive Adult Patient Care IV	7/24
DEN533	Clinic of Comprehensive Pediatric Patient Care IV	2/3
DEN534	External Rotations	2 clinical
DEN535	Implantology	1 /0
DEN536	Integrated Clinical Seminar II	1/0

#### **EEC Comment 6:**

*During the 1st and 2nd semester, the curriculum appears to be overloaded where Dent 101, 102, 105 contain the totality of biomedical sciences (biology, anatomy, immunology, physiology etc.. ). Whilst the committee commented and appreciates the novel teaching elements (from cell to function), the amount of information and subjects taught is significant and its feasibility should be reviewed. The committee suggests that the curriculum is adjusted according to ADEE August 2016 (SIGT- 02 “Biomedical Sciences in Dentistry: developing a contemporary care curriculum”) and to be equally spread to the first 3 academic years. Same applies to courses Dent 105 and Dent 106.*

#### **EUC Response:**

The specific model has already been applied to the program of Medicine (MD) of the School of Medicine of European University Cyprus with absolutely successful outcomes in all parameters and particularly with students achieving the expected Learning Outcomes. Therefore, it is believed that the Structure and Function Model should be kept as proposed, since it has been found to be balanced, effective and efficient. As such, the program will be delivered according to the structure and function model of teaching.

**(see Appendix 6).**

#### **EEC Comment 7:**

*Some general comments for the clinical education/service are associated to the overall amount of clinical hours for all modules/disciplines which is considered sub-optimal for the first Department of Dentistry in Cyprus which inevitably will be setting national standards. As an indicative example could be mentioned that in the Dental School of Athens there is a total of 1090 clinical hours during the academic year which includes Fixed and Removable Prosthodontics, Operative Dentistry, Endodontics, Periodontology, Paediatric Dentistry, Orthodontics and minor Oral Surgery excluding Oral Medicine. For the section of Oral Medicine, it should be clarified if the clinical activity of the discipline is included in the presented clinical hours. Furthermore, for the course Adult Comprehensive Clinical Care, there are 364h (clinical hours) which include the above mentioned disciplines whereas for paediatric dentistry and orthodontics there are 265 hours indicating an in-balance of clinical activities between adult and children care. It is to be noted that Orthodontics is limited only to knowledges with no clinical practise.*

#### **EUC Response**

The suggestions of the EEC have been taken into consideration and the hours have been adjusted as suggested and shown in the tables below and in the attached relevant syllabi (Appendix 5, pages 1-113). More specifically, please note:

- a. Comprehensive Adult Clinical Care including the pre-clinical and clinical training for the disciplines of Operative Dentistry, Endodontics, Periodontology, Fixed Prosthodontics, Removable Prosthodontics, Oral Surgery, Oral Medicine and Anesthesiology.

a.1. The weekly schedule for the pre-clinical training in the Comprehensive Adult

Clinical Care courses DEN316 and DEN318 can be seen in the following table (Semesters 5<sup>th</sup> and 6<sup>th</sup>):

Disciplines:	Lectures (hours)	Laboratory (hours)
Operative Dentistry	1	4
Endodontics	1	4
Fixed Prosthodontics	1	4
Removable Prosthodontics	1	4
Periodontology	2	2
Oral Surgery	2	2
Oral Medicine	2	2

a.2. The weekly schedule for the clinical training in the Comprehensive Adult Clinical

Care courses DEN420, DEN423, DEN527 and DEN532 can be seen in the following table (the total clinical hours are **1344**) (Semesters 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup>):

Disciplines:	Lectures (hours)	Clinical (hours)
Operative Dentistry	1	6
Endodontics	1	4
Fixed Prosthodontics and Removable Prosthodontics	1	6
Periodontology	1	4
Oral Surgery	1	2
Oral Medicine	2	2
Anesthesiology	1	0

- b. Comprehensive Pediatric Clinical Care including the clinical training for the disciplines Pediatric Dentistry and Orthodontics.

The weekly schedule for the clinical training in the Comprehensive Pediatric Clinical Care courses DEN421, DEN424, DEN528 and DEN533 can be seen in the following table (the total clinical hours are **98**):

Disciplines:	Lectures (hours)	Clinical (hours)
Pediatric Dentistry	1/0*	/02*
Orthodontics	1/2*	0/2*

- Semesters 7<sup>th</sup>, 8<sup>th</sup> / 9<sup>th</sup>, 10<sup>th</sup>

**EEC Comment 8:**

*Compulsory Courses: As a general comment, the committee felt there was a significant overlap of content between courses which should be reviewed. As a specific example, the committee indicates DEN 212 which is considered to be at postgraduate level and not appropriate for a 2nd year undergraduate student. The committee suggests to merge the content of basic principles of systematic reviews with the Critical appraisal of the literature I/II or cover the topic in DEN 209/422.*

**EUC Response:**

The course DEN212 is canceled and the content is merged with the two Literature

Review courses (DEN422 and DEN425). The modified structure of the program can be seen in **Appendix 5**

**EEC Comment 9:**

*DEN 317: The Forensic component should be elective and the legal appears to DEN 104 (ethics). As such, the course structure and the type should be reviewed.*

**EUC Response:**

The course “Legal and Forensic Dentistry” has been transferred to the electives category, **(Appendix 5)**

**EEC Comment 10:**

*DEN 319 and DEN 529 should be merged.*

**EUC Response:**

The contents of two courses are now merged into one, with the new code DEN317, which appears in the 3<sup>rd</sup> semester. **(Appendix 5)**

**EEC Comment 11:**

*DEN 107: “Biomaterials and Technology in Dentistry”. The content of technology is not clear/obvious and the committee suggests to provide further clarification. At this point and as a general comment, the committee felt that for all courses, increased granularity on what is included in laboratory activities should be provided.*

**EUC Response:**

The contents of the Course DEN107 has been amended. (see page 26) **(Appendix 5)**

**EEC Comment 12:**

*For courses DEN 101, 105 and half 106, the committee felt that the content of course purpose and objectives were not properly reflected to the attached learning outcomes which appear to be generic.*

**EUC Response:**

The contents of Courses DEN101, DEN105 and DEN106 have been amended. **(Appendix 5)**

**EEC Comment 13:**

*The elective Geriatric DEN 005 is suggested to become compulsory.*

**EUC Response:**

The course DEN005 is now a compulsory course offered in the 9th semester with a new code DEN531. **(Appendix 5)**

**EEC Comment 14:**

*Implantology DEN002 to become compulsory to reflect relevant ADEE guidelines.*

**EUC Response:**

The course DEN002 has been transferred in the compulsory courses of the 10th semester with a new code DEN535. **(Appendix 5)**

**EEC Comment 15:**

*The committee could not identify a course or a non -elective activity where the student could practice dentistry in a general dental surgery environment or in a community dentistry environment.*

**EUC Response:**

28 hours of practicing dentistry in a General Dental Surgery or Community Dentistry environments are dedicated in the course DEN534 External Rotations.



### **EEC Comment 16**

*As a general comment, the committee felt that further information on the marking schemes of the assessments should be provided as well as details of ongoing assessments (log books) or relevant work based assessments (WBAs).*

### **EUC Response:**

Details of assessment schemes of all courses, including clinical works are provided in the assessment sections of all Syllabi. **(Appendix 5)**

### **Additional EEC Comments**

#### **Quality assurance and program management**

*Overall the documentation did not provide adequate details on the committees that will support all the elements of the programme. It would be helpful if further information is provided.*

*The described Q&A pp 15 and 16 creates confusion in relation to the roles of staff members with specific roles and responsibilities. This is probably due to the lack of provision of an organizational structure as mentioned by the committee at the Faculty/ staff structure.*

### **EUC Response:**

Quality Assurance at European University Cyprus is developed in accordance with the European Standards and Guidelines and local legislation about the Quality Assurance 136 (I) /2015.

The Internal Quality Assurance of the Programs of study, is ensured and conducted on the basis of the Quality Management Handbook, approved by the Committee on Internal Quality Assurance (CIQA). The Committee (CIQA) supervises the internal evaluation procedure of the programs and a SAR (Self- Assessment Report) is the end result. (Appendix 7)

For the production of the SAR, the cooperation of the Advisory Board, the QA Coordinator, the Program Coordinator, the involved Faculty members, the School Administrator and

the students are mandatory to assess a spherical and objective view of the Programs of study.

In addition please see

- b. the Self-Assessment Academic Staff Evaluation Report (**Appendix 8**)
- c. the Course and Instructors Evaluations (**Appendix 9**), and
- d. the Flow Chart for the Committees within the School of Medicine (Page 7)

### **International dimension and connection to the labor market.**

*The committee felt that there is a great potential for the University of Cyprus to be a regional leader by providing a high quality program that will attract EU and Middle East students. Hence, the attention to detail at the stage of planning is of paramount importance. The University is on the right track of creating strategic partnerships which will enhance the brand name and establish the Department in the international community if quality and funding is maintained.*

*The committee felt that the feasibility study did not address to the greatest detail the future employability of the graduates from this program but at the same time understands the difficulty in projecting these numbers.*

### **EUC Response:**

As it was mentioned during the presentation of the program, the idea for the establishment of a Dental program arisen before 2012. Since then, the University as well as the Laureate International Universities network have seriously considered this possibility.

Laureate operates 17 Dental Schools in 35 campus Universities in 11 countries with a total of 15820 students. They know very well both the demand for studies as for employment.

Indicatively please consider the following parameters showing the demand and also the employment needs.

- (a) Last academic year there were 4197 candidates for the Dentistry School of the Kapodistrian University of Athens and 4650 for the Aristotelion University of Thessaloniki. 355 stated their first choice for studies (in Athens) and 347 (in Thessaloniki). The positions

offered were only 95 and 85, respectively, from which 33 and 28, respectively were of those of “first choice” groups.

Please note that (i) of those 95 and 85 first year students, 10 and 9 positions, respectively, covered by Cypriot students (2) Cyprus has 96 dentists per 100,000 population out of 128, the European Union average.

- (b) A similar phenomenon appears in Laureates Universities with Dental Schools worldwide. As an example: the University of Europe (Madrid) last year offered 320 positions and received 4200 applications.
- (c) In a research a similar trend was shown in Germany as in Israel.
- (d) The fact that the teaching language of the under evaluation program will be English, it is expected that this would attract students from all over the world. This is now happening with the medicine program, where a plethora of high quality perspective students apply every year, from the small number of positions to be covered. It is noted that the EUC Medical School has students from countries like: Germany, Austria, Switzerland, Ireland, Norway, Israel, Canada, India, Nepal, Australia, N.Zealand, Greece, Cyprus.

### **3. RESEARCH WORK AND SYNERGIES WITH TEACHING**

#### ***EEC Comment:***

*The named faculty staff members should be able to provide the experience from their research work and integrate it to their teaching. However, the recruitment project is still in progress and it should be reviewed after the first 3-4 years in function.*

*The committee feels that any academic institution within the field of medicine and biomedical sciences should be engaged in competitive research processes which will develop the professionalism domain and contribute to the personal development of the staff.*

#### **EUC Response:**

The EUC is in full agreement with the EEC’s statement, and will make every effort to comply with their suggestions. Our alignment with Research – Teaching synergy is underscored in the Framework of minimum suggested requirements in research and scholarly publications.  
**(Appendix 8)**

## **Administration Services, student Welfare and support of teaching work**

### **Infrastructure**

#### **EEC Comment**

*The committee complimented the University for the Medical School facilities and the great effort in providing a state of the art dental clinic and preclinical skills labs. Whilst it was obvious that the additional floor on top of the medical school is in good progress and of excellent quality, as seen from the provided (on site) presentation and floor design, the committee feels that for the initiation of the program the completion of the building work is a prerequisite.*

*Specific infrastructure items that require clarification are:*

- 1. Radiology infrastructure to be clarified (Units, panoramic, CBCT).*
- 2. Access arrangements for patients with disabilities and mobility difficulties.*
- 3. Identification of space for dental laboratories.*
- 4. Provision of left hand dental chairs.*
- 5. Provision for potential for growth of dental school.*
- 6. Clarification of cross-utilization of office/administrative spaces for faculty staff, nursing personnel and hot desking.*
- 7. Identification of storage space for materials to be used in the clinic.*
- 8. Availability of Endodontic Microscopes.*

#### **EUC Response**

The University appreciates the praise received by the External Evaluation Team concerning the state of art dental clinic and preclinical skills lab.

Furthermore, we clarify the following:

### **Infrastructure items**

1. Radiology equipment has been ordered as per attached Purchase order. **(Appendix 10)**
2. All necessary access requirements have been taken into consideration in order to facilitate patients with disabilities and mobility difficulties. All arrangements to provide access for these patients are based on European Union and local laws /directives.
3. Laboratories are depicted on the diagram attached. **(Appendix 11)**
4. Four ambidextrous chairs have been ordered as per attached Purchase order.
5. The University has already made arrangements to use two floors on the tower building adjacent to the University Campus for potential expansion purposes.
6. Spaces have been allocated within the Dentistry floor for faculty, administrative personnel, hot desking and the clinic personnel. At the same time, the University has available spaces in its premises which can accommodate any extra requirements.
7. Storage and Product Distribution spaces are depicted on the diagram attached. **(Appendix 11)**
8. Endodontic Microscopes have been ordered as per attached Purchase order. **(Appendix 10)**

**Note:** It is expected that Dentistry infrastructure will be completed by June 18<sup>th</sup> 2017.

## **Clinic / Patient Availability**

### **EEC Comment:**

*The committee felt that a continuous flow and availability of patients of different levels of complexity in terms of dental and oral diseases is an important element for the future success and sustainability of the department of dentistry. Therefore, an additional section whereby the flow and source of patients should be added in the documentation.*

*In order for this to be considered complete, indicative range of procedures in each dental discipline to be performed (levels of competency) or observed should be provided*

### **EUC Response**

#### **Complete range of procedures per discipline**

##### **1. Periodontology**

Procedures to be performed: Managing periodontal disease. Undertaking supragingival and subgingival scaling and root debridement, using both powered and manual instrumentation including stain removal and prophylaxis. Evaluating the results of periodontal treatment and establishing and monitoring a maintenance program, including a discussion of risk factors.

Procedures to be observed: Diagnosing, explaining and discussing the need for advanced periodontal surgical procedures and knowing the proper method of referral for specialist care. Knowing when and how to prescribe appropriate antimicrobial therapy in the management of plaque related diseases.

##### **2. Operative Dentistry**

Procedures to be performed: Managing caries and other hard dental tissue loss. Examining the dentition for dental caries, wear, including attrition, abrasion and erosion, and other damage to the hard tissues of the teeth. Performing procedures designed to preserve the vitality and defense mechanisms of the pulp/dentine complex. Restoring diseased and damaged teeth, including the management of dental caries, by direct and indirect means using materials and techniques that maintain pulp vitality and restore teeth to form, function and appearance acceptable to the patient in ways which prevent further disease and damage and help to promote the health of adjacent soft tissues. Diagnosing, explaining and managing the deterioration and failure of restorations in clinical service.

Procedures to be observed: Assessing the risk to patients of dental caries, all forms of tooth wear, and other damage to the hard tissues of the teeth. Increasing patient awareness of the etiology and means to prevent dental caries, all forms of wear and other damage to the dental hard tissue. Developing a maintenance program to maximize the performance of restorations in clinical service.

### **3. Endodontics**

Procedures to be performed: Managing pulpal and peri-radicular disease and disorders. Evaluating the pulp and peri -radicular area, establishing a diagnosis and prognosis and formulating a treatment plan. Practicing vital pulp therapy. Demonstrating satisfactory non-surgical root canal treatment of single rooted and multirooted teeth. Performing endodontic treatment on uncomplicated single and uncomplicated multi-rooted teeth. Recognizing and managing endodontic failure.

Procedures to be observed: Understanding the iatrogenic errors that may occur during non-surgical root canal treatment and how to avoid them. Recognizing indications for surgical and complicated non-surgical root canal therapy and take appropriate action. Identifying and managing dental emergencies including those of pulpal, periodontal or traumatic origin.

### **4. Fixed and Removable Prosthodontics**

Procedures to be performed: Restoring defective, non -defective and/or missing teeth to acceptable form, function and aesthetics. Planning and performing all common prosthetic procedures, including tooth preparation and impression taking. Understanding and applying the biomechanical principles of fixed and removable prostheses commonly used to replace missing teeth. Designing effective indirect restorations, anterior and posterior crowns, post crowns, bridges, complete and partial dentures, including a combination of fixed and removable dentures, and occlusal splints. Conducting quality control of restorative and prosthetic appliances.

Procedures to be observed: Describing, for patients, the principles and techniques of aesthetic treatments including differences between patient expectations and achievable results. Prescribing materials and technological details of prosthetic appliances within a relationship with the dental laboratory. Describing, for patients, the risks, benefits and long-term consequences of using osseointegrated dental implants within an overall treatment concept. Describing the indications and contraindications, principles and techniques of surgical placement of osseointegrated dental implant fixtures.

## **5. Oral Surgery**

Procedures to be performed: Managing conditions requiring minor surgical procedures of the hard and soft tissues, and to apply and/or prescribe appropriate pharmaceutical agents to support treatment.

Procedures to be observed: Managing the majority of medical and dental emergency situations encountered in clinical dental practice.

## **6. Oral Medicine**

Procedures to be observed: Managing common oral mucosal diseases and disorders.

## **7. Pediatric Dentistry**

Procedures to be performed: Managing minor dental problems of the primary and mixed dentition.

Procedures to be observed: Educating on oral health young patients. Managing primary oral health care for children and adolescents, appropriately, effectively and safely. Emphasizing current concepts of prevention, risk assessment and treatment of oral disease. Management of developmental and functional abnormalities of the primary and mixed dentition.

## **8. Pediatric Dentistry**

Procedures to be performed: Collection and analysis of orthodontic diagnostic records of children. Applying preventive and interceptive orthodontic procedures in the primary and mixed dentition.

Procedures to be observed: Management of various types of malocclusion in the mixed and permanent dentition. Adjunctive orthodontic procedures.



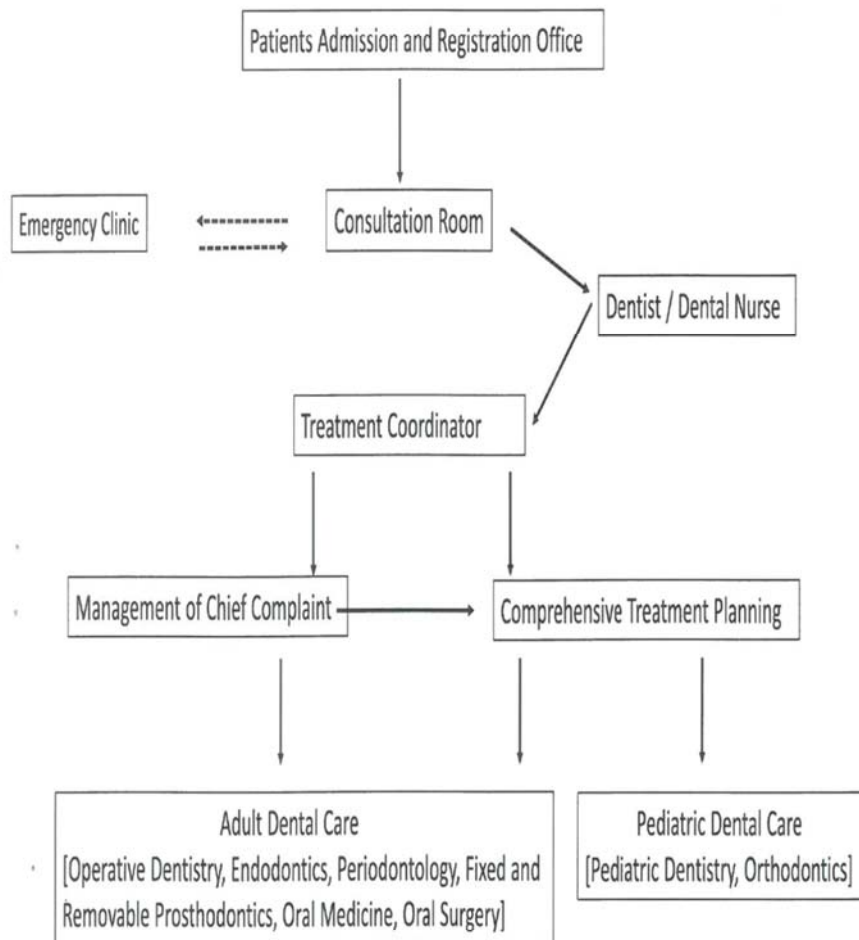
## **Flow and availability of patients**

In order the students of the Dental Surgery program to acquire the required clinical skills and competences a comprehensive pre-clinical and clinical curriculum has been designed and extended from the 4<sup>th</sup> to the 10<sup>th</sup> semesters.

Like all dental schools around the world, clinical dental services will provided to patients who will seek examination, diagnosis and treatment for their oral health problems. The presence of very qualified clinical faculty who will supervise the necessary for the training procedures to be performed by the students or will perform the procedures for demonstration or observation to the students constitutes a reason that patient will seek care at the University Dental Clinic. Furthermore, the university will undertake all necessary actions in order to promote its clinical dental services, especially to the part of the population which for financial reasons has not access to this kind of care.

In the attached diagram [Figure 1] the patients' flow diagram illustrates how a new patient will by managed in the university dental clinic from the time of his first appointment and visit.

Figure 1



## **Clinical Service**

### **EEC Comment:**

*The committee suggested that further, detailed information on hospital/clinical service policies should be provided, for example infection control (between procedures and end of day), daily sterilization process and monitoring, audit cycles and action plans, standard operating procedures (SOPs) for dental procedures, storage of tissues etc. The committee advised to follow similar standard processes from University Hospitals so to reach a high standard for all these procedures. Furthermore, it would be advisable to provide a document that all relevant dental instruments as needed will be purchased and provide clarification of procurement and tendering processes.*

### **EUC Response:**

Detailed information and guidelines on dental hospital / clinical service policies including infection control, daily sterilization process and monitoring, audit cycles and action plans, standard operating procedures for dental procedures, storage, etc. will be implemented in accordance with the Medical School policy (see attached guidelines of the program of Medicine and the already signed contract for the Medical Waste Management) **(Appendix 12)** and **(Appendix 13)**

A strict and detailed Infection Control Policy will be formulated and implemented to the function of the University Dental Clinic, which will include clinical faculty, dental nurses and dental students. Special educational sessions and practices will take place before the admission of the students to the University Dental Clinic in the 7<sup>th</sup> semester. The manual which will be distributed to all personnel of the University Dental Clinic will include the following:

- INTRODUCTION TO INFECTION CONTROL
- THE CHAIN OF INFECTION
- PRINCIPLES OF INFECTION CONTROL
- STANDARD PRECAUTION VS. UNIVERSAL PRECAUTION
- DENTAL TEAM OCCUPATIONAL HEALTH & EDUCATION
- IMMUNIZATION
- PREVENTING EXPOSURE TO BLOODBORNE PATHOGEN
- ONE-HANDED SCOOP TECHNIQUE
- POST EXPOSURE MANAGEMENT
- WORK RELATED ILLNESSES AND WORK RESTRICTIONS
- HAND HYGIENE
- HAND HYGIENE PRODUCTS
- BEFORE PERFORMING HAND HYGIENE
- PERSONAL PROTECTIVE EQUIPMENT [PPE]
- THE RIGHT PPE FOR THE RIGHT PURPOSE
- SPECIAL CONSIDERATION: CONTACT DERMATITIS AND LATEX ALLERGY
- PROCESSING OF PATIENT ITEMS (STERILIZATION & DISINFECTION)
- PROCESSING AREA STERILIZATION
- STERILIZATION VS.DISINFECTION
- INSTRUMENT PROCESSING STATIONS

- ENVIRONMENTAL DISINFECTION & WASTE MANAGEMENT
- DISINFECTION OF ENVIRONMENTAL SURFACES
- WASTE MANAGEMENT
- DENTAL WATERLINES
- HOW TO MONITOR THE DENTAL WATER LINE SYSTEM
- BOIL-WATER ADVISORY
- DEVICES ATTACHED TO DENTAL WATERLINES
- INFECTION CONTROL DURING CLINICAL PROCEDURES
- PRE-TREATMENT
- CHAIRSIDE INFECTION CONTROL
- POST-TREATMENT INFECTION CONTROL
- SPECIAL CONSIDERATION
- INFECTION CONTROL DURING RADIOGRAPHIC PROCEDURE
- INFECTION CONTROL DURING ORAL SURGICAL PROCEDURES
- INFECTION CONTROL OF DENTAL PROSTHESIS IMPRESSION
- SINGLE USE OR DISPOSABLE DEVICES / ITEMS
- PRE-PROCEDURAL MOUTHRINSES
- ELECTROSURGERY PLUMES OR SURGICAL SMOKE
- TUBERCULOSIS
- CJD AND OTHER PRION DISEASES
- HANDLING BIOPSY SPECIMENS
- INFECTION CONTROL IN DENTAL

**Prof. Georgios Petrikos**  
**Acting Dean**  
**School of Medicine**

Date: 5 May 2017

## **INTERNAL REGULATIONS ON FACULTY SELECTION AND APPOINTMENT**

Recognizing the University's commitment to excellence in teaching and research and aiming at ensuring the recruitment, selection, and appointment of faculty members with high potential and ability, as well as at providing support for the continued development of their skills as good teachers and researchers, the Senate adopts the following Faculty Selection Procedures:

### **1. Needs assessment – Advertising vacancy**

- 1.1 Early in the Spring Semester (as a general rule), the Human Resources department (henceforth H.R. department), in consultation with the Vice Rector of Academic Affairs, instructs the Schools to consider possible vacant positions for the forthcoming year.
- 1.2 The decision to employ additional faculty member should be based on the identified departmental/school needs, which ensure that there will be sufficient instructors to support academic programs in the coming year(s). It is additionally based on variables such as projected student population, likely demand for specific programs and anticipated offerings of courses, faculty leave of absence or teaching load reduction due to research and/or pursuit of higher degrees, etc. The faculty vacancies are announced c/o the Department of Human Resources in daily Press and the University webpage.
- 1.3 The pertinent Department Chairperson, with the approval of the Council of the pertinent Department, identifies vacant position(s) and forwards them to the Dean of the School. Consequently, the Dean of the School forwards the Department/School suggestions to the Vice Rector of Academic Affairs. After a consultation between the Vice Rector of Academic Affairs and the H.R. department, the latter makes the final decision. After a final decision has been reached, the pertinent Dean forwards the list with the vacant position(s) to the Rector, for Senate approval. Vacant position(s) should be specific indicating position, desired rank, and specialization.
- 1.4 The H.R. department develops the advertising note and makes all the necessary arrangements for its distribution to the relevant advertising media: including local newspapers, higher education journals, University website as well as through Job Search agencies.

1.5 The advertising vacancy requests that the applicants should send a complete dossier, which would ideally include the following documents:

- a. Cover letter and vita;
- b. Official transcripts of all undergraduate, graduate and PhD studies;
- c. A research proposal
- d. Candidate's Teaching & Research Portfolio consisting of:
  - Statement of Teaching Philosophy
  - Statement of Research Philosophy
  - Teaching Evaluations (where applicable)
- e. Three external letters of recommendation, preferably from recognized experts in the candidate's field of expertise (submitted independently of the candidate). These can also be from former supervisors or colleagues with whom the applicant has collaborated, preferably over the last five years. The letters should not be from relatives of the applicant.
- f. List of publications and research funding

Note: All of the candidate's minimal qualifications (e.g. Doctorate title) for appointment to the appropriate rank must have been completed, prior to the deadline of the advertised vacancy for the submission of the required dossier, as described above.

## 2. Faculty Selection Committee

2.1 The Dean of the pertinent School, in consultation with the Chairperson of the pertinent Department, forms a Faculty Selection Committee. The establishment of the in question Committee is conducted once the faculty vacancy is announced in the daily Press.

2.2 The Faculty Selection Committee members:

- a) The Faculty Selection Committee should consist of a minimum of three full-time faculty members who hold a higher rank to the one the candidate is considered for, except for the rank of Professor, for which the faculty members should hold the rank of Professor. **In the case that the conditions in a School are such, where there are not faculty members available in a higher rank, then the Committee can be constituted by additional Faculty members of another Department/School in a higher rank. In the case that the above provisions are not possible, the Committee can also consist of pertinent Department/School members in an equal, to the one the candidate is considered for, rank.**

- b) The Dean of the pertinent School, in consultation with the pertinent Department Chairperson, designate the Chair and the members of the Faculty Selection Committee, which should consist of appropriate academic members (based on the academic discipline of the announced vacancy(ies) and the nominations received).
- c) The Dean of the pertinent School, in consultation with the pertinent Department Chairperson, may designate up to 2 (two) non-voting Department members holding the specialization of the applicant.
- d) The Dean of the pertinent School, in consultation with the pertinent Department Chairperson, may designate external faculty member (s) either from other departments of EUC or from other academic institutions to participate in the Faculty Selection Committee.
- e) The final composition of the Faculty Selection Committee is approved by the Council of the pertinent Department.
- f) The Department Chair may invite Student Representatives to participate in the Demonstration (Demo) Lecture by the candidate.

2.3. Evaluation points (where feasible) for each application are:

- a. Specialization or/and professional activities
- b. Teaching experience / skills
- c. Research
- d. References
- e. Publications
- f. Service to the community/society
- g. National/International academic recognition of accomplishment/achievements
- h. Teaching potential and communicative abilities
- i. Invitations to teach due to reputation/or/and key note speeches
- j. Evidence of effective postdoctoral, graduate and undergraduate supervision where applicable (theses, projects, and internships).
- k. New courses developed; involvement in curriculum development.
- l. Compliance/Compatibility with the wider University Culture and the suggested 'UE Professor DNA/Laureate DNA Competencies'.

2.3.Ensures that selection criteria and methods of assessment are applied consistently for all candidates.

### **3. Acknowledgement of receiving application and application evaluation**

- 3.1. Applications are submitted to the H.R. department, which acknowledges the receipt of the documents to the applicant. The H.R. department forwards the complete file containing all the documents submitted by the respective applicants to the Department Chairperson through the Dean of the School.
- 3.2. The Department Chairperson reviews the documentation and if additional information is needed he/she contacts the applicant. A copy of all the documents submitted by each applicant is distributed to the members of the Faculty Selection Committee.
- 3.3 The Faculty Selection Committee:
  - 3.3.1 Confirms and evaluates the submitted documentation/information/degrees, in terms of their validity;
  - 3.3.2 Ensures that all of the candidate's minimal qualifications (e.g. Doctorate title) for appointment to the appropriate rank were completed, prior to the deadline of the advertised vacancy for the submission of the required dossier;
  - 3.3.3 Reviews and evaluates the applicants' credentials: selects applicants who meet the criteria, eliminates those applicants who are clearly unqualified, and decides on those candidates to invite for an on-campus interview;
- 3.4. In the case of a limited number of suitable candidates, the Faculty Selection Committee can use its discretion to decide to continue or not the selection process. The Faculty Selection Committee, through its Chair, communicates its suggestions to the pertinent Department Chairperson, who informs the Dean of the pertinent School. The pertinent School Dean respectively informs the Vice Rector of Academic Affairs and the H.R. department, as well as the Rector, for Senate approval.
- 3.5. In the case of non-suitable candidates, the Chair of the Faculty Selection Committee informs the pertinent Department Chairperson about the Committee's decision not to recommend any candidate. The Department Chairperson informs the Dean of the pertinent School, who subsequently informs the H.R. department, as well as the Vice Rector of Academic Affairs. The recruitment process is terminated. The H.R. department informs the applicants accordingly and prepares a new advertising vacancy.



#### **4. On-campus Interviews**

- 4.1. The Faculty Selection Committee through its Chair invites candidates for on-campus interviews.
- 4.2. The interview (max. 1.1/2 hrs) for each candidate is composed of two parts:  
(a) One part is a discussion mainly focusing on the candidate's research interests, teaching experience, refereed publications, service to the community and academic recognition (See Point 2.3: Evaluation points); whereas (b) the other part consists of a demonstration (demo) lecture (20-30 min), during which the candidate makes a mock-up lecture presentation, on a pre-assigned topic, to the Faculty Selection Committee and possibly Student Representatives of the pertinent department council, who may be invited to participate. The demonstration lecture only applies for the ranks of Lecturer and Assistant Professor.
- 4.3. In case the rank of the position under consideration is that of Professor /or Associate Professor, the Faculty Selection Committee can use its discretion on the nature of the interview.

#### **5. Selection and Appointment**

- 5.1. The Faculty Selection Committee evaluates candidates according to the set criteria and makes recommendations according to the policies, as to the acceptability, strengths, and weaknesses of the candidates.
- 5.2. The present, during the meeting, Faculty Selection Committee members, by vote, reach to an agreement on the ranking of suitable candidates. Moreover, prior to making a conclusive hiring suggestion, among the suitable candidates, it is highly advisable that the Faculty Selection Committee reaches to a decision, in regards to the candidate's rank of appointment, based on the 'framework of minimum suggested/expected requirements in Research and Scholarly Publications and/or recognized creative work for Faculty Ranking' (Annex 15 – Appendix A). Additionally, the Faculty Selection Committee, prior to reaching a decision, should take into consideration the potential compatibility of the candidate, in relation to the 'UE Professor DNA/Laureate DNA Competencies'.
- 5.3. Each eligible voting member shall have one vote in Committee meetings and Committee elections. In case of a tie, the Chair of the Committee shall cast the winning vote.
- 5.4. The Faculty Selection Committee forwards its report to the Department Chairperson within two months after the approval of the composition of the

Committee by the Council of Department. The report includes the following information:

- a. The number of applications received
  - b. The criteria used in determining the short list
  - c. The names of persons who are not short-listed, followed by relevant comments
  - d. The names of persons who are short-listed and invited for the interview
  - e. The final ranking of the persons that appear in the short list and the committee's recommendation, followed by relevant comments
  - f. The rank of appointment for the person(s) whose hiring is suggested, as well as the discipline in which the applicant(s) is/are suggested.
- 5.5. The Department Chairperson presents the Report of the Faculty Selection Committee to the Department Council during its next meeting, for approval. Continuing, the decision of the Departmental Council, accompanied by the Faculty Selection Report and all relevant application material, is forwarded to the Dean of the pertinent School, who forwards his/her recommendation, together with the decision of the Council of Department and all documents, to the School Council. The School Council reaches to a decision during its next meeting; whereas the decision of the Council of the School and all documents are forwarded to the Senate via the Rector, within 10 working days after the School Council decision.
- 5.6. The Senate determines that all procedural guidelines have been properly followed. The Senate's approval, together with all documents, is forwarded by the Rector to the University Council.
- 5.7. The Council, after examining the legality of the procedures followed in alignment to the Charter, the Internal Regulations and the relevant Laws, ratifies the decision.

## **6. The H.R. Department**

- 6.1 The decision of the University's Council is forwarded to the H.R. department for appropriate action.
- 6.2. In consultation with the selected candidate and the pertinent Department Chairperson and Dean, the H.R. department clarifies the appointment's starting date and other contract details.
- 6.3. The H.R. department sends an official appointment letter to the selected candidate asking for his/her approval.

- 6.4. Once the candidate's official positive reply has been received and the contract has been signed, the H.R. department sends appropriate letters to unsuccessful candidates and informs the pertinent Department Chairperson and Dean.

## **7. Records**

- 7.1. Full records of the process are kept in the appropriate files of the pertinent School.
- 7.2. In addition, a complete record with the Faculty Selection Report, memorandum(s) of the Department and School decisions, as well as the Curriculum Vitae of the successful applicant(s) is/are also kept by the Office of the Rector/Vice Rector of Academic Affairs and the H.R. department.

## **8. Measures to Prevent Discrimination in Appointments**

Recognizing the desire of the University to prevent discrimination and to be in compliance with the Cyprus and E.U. legislation, the Senate reaffirms the commitment of the University to non-discrimination in employment decisions. Whenever an academic staff vacancy occurs, the following conditions must be observed:

- 8.1. The Faculty Selection Committee gives careful and detailed consideration to all qualified applicants regardless of race, religious beliefs, colour, sex, disability, marital status, age or ancestry.
- 8.2. When interviewing candidates for a vacant staff position, the Faculty Selection Committee, may not request information about religious beliefs, political affiliations, family or marital status, age, ancestry or place of origin or physical disability, which could lead to discriminatory action.

## APPENDIX 2

### PRE-CONTRACTUAL AGREEMENTS

<u>A/A</u>	<u>NAME</u>	<u>DISCIPLINE</u>
1	Prof. Athanasios Athanasiou	Dentistry / Orthodontics
2	Prof. Dimitrios Tziafas	Dentistry / Endodontics
3	Dr. Olga Naka	Prosthodontics
4	Dr. Flora Zervou-Valvi	Oral Pathology / Oral Medicine
5	Dr. Maria D. Gaintantzopoulou	Operative Dentistry
6	Dr. Konstantinos Nikolaos-Arapostathis	Dentistry / Pediatric Dentistry
7	Dr. Maria Iakovou Kourtellari	Oral Pathology / Oral Medicine
8	Dr. Maria E. Papadaki	Dentistry / Maxillofacial Surgery
9	Dr. Athanasios Pouloupoulos	Dentistry / Stomatology
10	Dr. Sotirios (Sotos) Kalfas	Dentistry / Preventive Periodontology
11	Dr. Dimitrios Papadogiannis	Dental Materials
12	Dr. Triantafyllos Papadopoulos	Dental Materials
13	Dr. Sheldon Dov Sydney	Periodontics
14	Dr. Chrystalla Thrasyvoulou	Dentistry / Prosthodontics

## Memorandum of Understanding

between:

**European University – Cyprus Ltd.**, a company incorporated in the Republic of Cyprus, with registration number HE 83353, of 6, Diogenous Street, 1516 Egkomi, Nicosia, Cyprus (the "Employer");

and

**Professor Athanasios Athanasiou** of 56 Patriarchou Ioakim street, 10676 Athens, Greece

collectively called the Party and Parties means anyone of them.

This is to confirm that the Parties agree to collaborate in the future on the grounds of academic collaboration for the program of Dentistry, under the following conditions:

- a. program accreditation and students' enrolment; and
- b. if conditions in item (a) are not secured this memorandum is terminated as if never made.

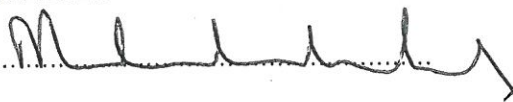

No amendment, consent, or waiver of terms of this memorandum shall bind either Party, unless a contract of appointment is signed by both Parties.

In Witness whereof the Parties hereto have set their hands this 4<sup>th</sup> day of April, 2017.

  
.....  
**Loukia Polygerinos Tzyrkas**  
**Director**  
**Human Resources Department**  
**EUROPEAN UNIVERSITY - CYPRUS LTD**

  
.....  
**Professor Athanasios Athanasiou**

### WITNESSES

- 1).....
  - 2).....
-

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and

**Professor Dimitrios Tziafas of 54Themistokli Sofouli street, 54655 Thessaloniki, Greece**


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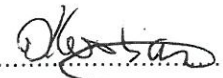
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**Loukia Polygerinos Tzyrkas**  
**Director**  
**Human Resources Department**  
**EUROPEAN UNIVERSITY - CYPRUS LTD**

  
.....  
**Professor Dimitrios Tziafas**

### WITNESSES

- 1)  .....
  - 2)  .....
-

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and

**Dr Naka Olga** of 54124, Thessaloniki, Faculty of Health Sciences, Aristotle University of Thessaloniki

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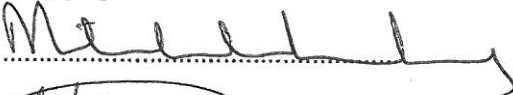


.....  
**Loukia Polygerinos Tzyrkas**  
Human Resources Department  
**EUROPEAN UNIVERSITY - CYPRUS LTD**



.....  
**Dr Naka Olga**

### WITNESSES

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2) 

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and

**Dr Flora Zervou-Valvi of 32 Mavrogenous street, Haidari, Athens Greece**


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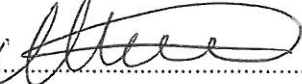
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**Human Resources Department**  
**EUROPEAN UNIVERSITY - CYPRUS LTD**

  
.....  
**Dr Flora Zervou-Valvi**

### WITNESSES

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and

**Dr Maria D. Gaintantzopoulou of 139 Pentelis Avenue, Melissia, 15127, Athens, Greece**

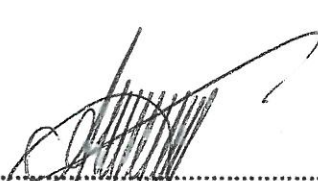
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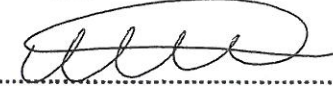
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**Human Resources Department**  
**EUROPEAN UNIVERSITY - CYPRUS LTD**

  
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**Dr Maria D. Gaintantzopoulou**

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**Dr Konstantinos Nikolaos Arapostathis of 54124 Thessaloniki, Greece**


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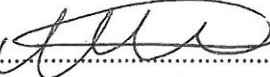
In Witness whereof the Parties hereto have set their hands this 4<sup>th</sup> day of May, 2017.

  
.....  
**Loukia Polygerinos Tzyrkas**  
Director  
Human Resources Department  
EUROPEAN UNIVERSITY - CYPRUS LTD

  
.....  
**Dr Konstantinos Nikolaos Arapostathis**

### WITNESSES

1) 

2) 

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## Memorandum of Understanding

between:

**European University – Cyprus Ltd.**, a company incorporated in the Republic of Cyprus, with registration number HE 83353, of 6, Diogenous Street, 1516 Egkomi, Nicosia, Cyprus (the "Employer");

and

**Dr Maria Iakovou Kourtellari** of Vonis 11, Latsia, 2236, Nicosia

collectively called the Party and Parties means anyone of them.

This is to confirm that the Parties agree to collaborate in the future on the grounds of academic collaboration (eg. Teaching) for the program of Dentistry, under the following conditions:

- a. program accreditation and students' enrolment; and
- b. if conditions in item (a) are not secured this memorandum is terminated as if never made.


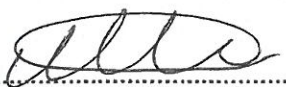
No amendment, consent, or waiver of terms of this memorandum shall bind either Party, unless a contract of appointment is signed by both Parties.

In Witness whereof the Parties hereto have set their hands this 4<sup>th</sup> day of May, 2017.

  
.....  
**Loukia Palygerinos Tzyrkas**  
Human Resources Department  
EUROPEAN UNIVERSITY - CYPRUS LTD

  
.....  
**Dr Maria Iakovou Kourtellari**

### WITNESSES

- 1)   
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  - 2)   
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## Memorandum of Understanding

between:

**European University – Cyprus Ltd.**, a company incorporated in the Republic of Cyprus, with registration number HE 83353, of 6, Diogenous Street, 1516 Egkomi, Nicosia, Cyprus (the "Employer");

and

**Dr Maria E. Papadaki** of Kalama 1 street, Iraklio 71306, Crete, Greece

collectively called the Party and Parties means anyone of them.

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Loukia Polygerinos Tzyrkas  
Director  
Human Resources Department  
EUROPEAN UNIVERSITY - CYPRUS LTD

.....  
Dr Maria E. Papadaki

### WITNESSES

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2).....

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## Memorandum of Understanding

between:

**European University – Cyprus Ltd.**, a company incorporated in the Republic of Cyprus, with registration number HE 83353, of 6, Diogenous Street, 1516 Egkomi, Nicosia, Cyprus (the "Employer");

and

**Dr Athanasios Pouloupoulos** of Dept. of Oral Medicine & Oral Pathology, 4<sup>th</sup> Floor, Dental School of Thessaloniki, Aristotle University of Thessaloniki

collectively called the Party and Parties means anyone of them.

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**Loukia Polygerinos Tzyrkas**  
Director  
Human Resources Department  
EUROPEAN UNIVERSITY - CYPRUS LTD

.....  
**Dr Athanasios Pouloupoulos**

## WITNESSES

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2)...

## Memorandum of Understanding

between:

**European University – Cyprus Ltd.**, a company incorporated in the Republic of Cyprus, with registration number HE 83353, of 6, Diogenous Street, 1516 Egkomi, Nicosia, Cyprus (the "Employer");

and

Nikandros 36, 54250

**Dr Sotirios (Sotos) Kalfas** of ~~Pittakou 1, 546 45~~ Thessaloniki, Greece

collectively called the Party and Parties means anyone of them.

This is to confirm that the Parties agree to collaborate in the future on the grounds of academic collaboration (eg. Teaching) for the program of Dentistry, under the following conditions:

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**Loukia Polygerinos Tzyrkas**  
Director  
Human Resources Department  
EUROPEAN UNIVERSITY - CYPRUS LTD

.....  
**Dr Sotirios (Sotos) Kalfas**

## WITNESSES

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## Memorandum of Understanding

between:

**European University – Cyprus Ltd.**, a company incorporated in the Republic of Cyprus, with registration number HE 83353, of 6, Diogenous Street, 1516 Egkomi, Nicosia, Cyprus (the "Employer");

and

**Dr Dimitrios Papadogiannis of Platonos 23, Thessaloniki, 54631, Greece**

collectively called the Party and Parties means anyone of them.

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**Loukia Polygerinos Tzyrkas**  
Director  
Human Resources Department  
EUROPEAN UNIVERSITY - CYPRUS LTD

.....  
**Dr Dimitrios Papadogiannis**

### WITNESSES

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## **Memorandum of Understanding**

between:

**European University – Cyprus Ltd.**, a company incorporated in the Republic of Cyprus, with registration number HE 83353, of 6, Diogenous Street, 1516 Egkomi, Nicosia, Cyprus (the "Employer");

and

**Dr Triantafyllos Papadopoulos of 71 Ioanninon street, 15234 Halandri, Greece**

collectively called the Party and Parties means anyone of them.

This is to confirm that the Parties agree to collaborate in the future on the grounds of academic collaboration (eg. Teaching) for the program of Dentistry, under the following conditions:

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**Loukia Polygerinos Tzyrkas**  
**Human Resources Department**  
**EUROPEAN UNIVERSITY - CYPRUS LTD**

.....  
**Dr Triantafyllos Papadopoulos**

**WITNESSES**

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## **Memorandum of Understanding**

between:

**European University – Cyprus Ltd.**, a company incorporated in the Republic of Cyprus, with registration number HE 83353, of 6, Diogenous Street, 1516 Egkomi, Nicosia, Cyprus (the "Employer");

and

**Dr Sheldon Dov Sydney of 13 Motskin street, Raanana, Israel 43313**

collectively called the Party and Parties means anyone of them.

This is to confirm that the Parties agree to collaborate in the future on the grounds of academic collaboration (eg. Teaching) for the program of Dentistry, under the following conditions:

- a. program accreditation and students' enrolment; and
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**Loukia Polygerinos Tzyrkas**  
**Human Resources Department**  
**EUROPEAN UNIVERSITY - CYPRUS LTD**

.....  
**Dr Sheldon Dov Sydney**

### **WITNESSES**

1)....

2)....

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## Maria Tramountanelli Nicolaou

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**From:** Maria Tramountanelli Nicolaou  
**Sent:** Friday, May 05, 2017 5:55 PM  
**To:** Stalo Thrasyvoulou  
**Subject:** RE: ΠΡΟΣΦΟΡΑ ΣΥΝΕΡΓΑΣΙΑΣ

**Αξιότιμη Κυρία Θρασυβούλου**

Σας ευχαριστώ θερμά.

Με εκτίμηση,

MT

**Maria Tramountanelli Nicolaou**

Administrator

Human Resources Department

6 Diogenes street, Engomi, 2404 Nicosia, Cyprus

P.O.Box 22006, 1516 Nicosia, Cyprus

[t] +357 22713060 / 22713000 [f] +357 22713020

[e] [M.Tramountanelli@euc.ac.cy](mailto:M.Tramountanelli@euc.ac.cy) [w] [www.euc.ac.cy](http://www.euc.ac.cy)



**European  
University Cyprus**

LAUREATE INTERNATIONAL UNIVERSITIES

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**From:** Stalo Thrasyvoulou [<mailto:stalo.thrasyvoulou@gmail.com>]

**Sent:** Friday, May 05, 2017 5:49 PM

**To:** Maria Tramountanelli Nicolaou <[M.Tramountanelli@euc.ac.cy](mailto:M.Tramountanelli@euc.ac.cy)>

**Subject:** Re: ΠΡΟΣΦΟΡΑ ΣΥΝΕΡΓΑΣΙΑΣ

Αγαπητή κυρία Τραμουντανέλη,

Κατόπιν και της τηλεφωνικής μας συνομιλίας καθώς απουσιάζω σε συνέδριο στην Ελβετία και δεν έχω πρόσβαση σε εκτυπωτή παρακαλώ όπως θεωρήσετε αυτό το email ως αποδοχή της μεταξύ μας συμφωνίας.

Το υπογεγραμμένο συμφωνητικό θα σας σταλεί την Δευτέρα που θα επιστρέψω στην Κύπρο.

Ευχαριστώ και ανυπομονώ για μια μελλοντική συνεργασία.

Στάλω Θρασυβούλου

On 5 May 2017, at 14:58, Maria Tramountanelli Nicolaou <[M.Tramountanelli@euc.ac.cy](mailto:M.Tramountanelli@euc.ac.cy)> wrote:

**Αξιότιμη Κυρία Θρασυβούλου**

Ευγενική υπενθύμιση για το πιο κάτω μήνυμα.

Στη διάθεσή σας για οποιαδήποτε διευκρίνιση.

Με εκτίμηση

MT

**Maria Tramontanelli Nicolaou**

Administrator

Human Resources Department

6 Diogenes street, Engomi, 2404 Nicosia, Cyprus

P.O.Box 22006, 1516 Nicosia, Cyprus

[t] +357 22713060 / 22713000 [f] +357 22713020

[e] [M.Tramontanelli@euc.ac.cy](mailto:M.Tramontanelli@euc.ac.cy) [w] [www.euc.ac.cy](http://www.euc.ac.cy)

<image001.jpg>

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**From:** Maria Tramontanelli Nicolaou

**Sent:** Thursday, May 04, 2017 2:45 PM

**To:** 'stalo.thrasyvoulou@gmail.com' <[stalo.thrasyvoulou@gmail.com](mailto:stalo.thrasyvoulou@gmail.com)>

**Cc:** Loukia Polygerinos-Tzyrkas <[L.Polygerinos@euc.ac.cy](mailto:L.Polygerinos@euc.ac.cy)>; Andreas Makris <[A.Makris@euc.ac.cy](mailto:A.Makris@euc.ac.cy)>;

Maria Koliandri <[M.Koliandri@euc.ac.cy](mailto:M.Koliandri@euc.ac.cy)>; Maria Gallou <[M.Gallou@euc.ac.cy](mailto:M.Gallou@euc.ac.cy)>

**Subject:** ΠΡΟΣΦΟΡΑ ΣΥΝΕΡΓΑΣΙΑΣ

**Αξιότιμη Κυρία Θρασυβούλου**

Όπως γνωρίζετε, το πρόγραμμα Οδοντιατρικής βρίσκεται σε διαδικασία αξιολόγησης.

Στα πλαίσια της διαδικασίας αυτής χρειάζεται να προσκομιστούν στο Φορέα Αξιολόγησης προσύμφωνα συνεργασίας με τους δυνητικούς διδάσκοντες του προγράμματος.

Επειδή έχετε υποβάλει σχετική αίτηση στα πλαίσια της προκήρυξης σχετικών θέσεων μελών ΔΕΠ για την Οδοντιατρική, θα θέλαμε να σας παρακαλέσουμε όπως υπογράψετε, αν το επιθυμείτε, το σχετικό έντυπο που σας αποστέλλουμε συνημμένα.

Επαναλαμβάνετε ότι η υπογραφή του προσυμφώνου αυτού απαιτείται από τη διαδικασία αξιολόγησης και σημειώνεται ότι είναι ανεξάρτητη από την έκβαση της διαδικασίας που προκύπτει από την προκήρυξη των θέσεων μελών ΔΕΠ.

Σας ευχαριστώ εκ των προτέρων και αναμένω την θετική ανταπόκριση στην προσφορά μας.

Με εκτίμηση,

**Maria Tramontanelli Nicolaou**

Administrator

Human Resources Department

6 Diogenes street, Engomi, 2404 Nicosia, Cyprus

P.O.Box 22006, 1516 Nicosia, Cyprus

[t] +357 22713060 / 22713000 [f] +357 22713020

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## **INTERNAL REGULATIONS: BUDGET SETTING AND APPROVAL PROCESS**

### **1. General**

The Budget setting and approval procedure at the University is a process that begins in Mid – September and reaches its conclusion by the end of the year. The budget is on a calendar year basis.

The ultimate approval and adoption of the Institution's Budget is the responsibility of the University Council. However, the Academic Budget must first be approved by the Senate before being approved by the Council. The other non-academic components of the Consolidated Budget require only the Council's approval.

### **2. Academic Budget**

- a) There are six components of the academic budget, i.e. the individual budgets of each one of the University Schools (i.e. the Ioannis Gregoriou School of Business Administration, the School of Sciences, the School of Humanities and Social Sciences, the School of Arts and Education Sciences, the School of Medicine and the School of Law), the budget of each one of the University Units (i.e. Distance Education Unit), the budget of the Library, and the budget of the Office of the Rector and the Vice Rector(s).
- b) A Budget Template is sent at the beginning of September by the Finance Department to the Dean's Office of each of the University Schools, to the Head Librarian's Office, and to the Office of the Rector, for completion. The Budget Template covers all aspects relating to Academic Financial requirements, e.g. staffing requests, Faculty Development (Seminars, Conferences, etc.), academic and social events, traveling and other academic/educational requirements, Stationery, and other expenditure.
- c) The Budget Templates are completed by the Dean's Office of each School in conjunction with Chairpersons of Departments, faculty and staff members, by the Office of the Head Librarian under the supervision of the Vice-Rector(s), and by the Office of the Rector.

- d) Following this, a meeting is held between the Dean's Offices of the Schools, the Head Librarian's Office, the Chief Executive Officer/Director and the Director of Finance (chair), where the budget requirements for the forthcoming Academic year are settled. Once settled, the Academic Budget is ready to be submitted to the Senate by the last week of November.
- e) The Academic Budget is then presented by the Office of the Rector and the Director of Finance to the Senate for approval by end-September/beginning of October.
- f) Once approved by the Senate, the Academic Budget is ready for consolidation with the remaining Budgets to be sent for final approval by the University Council by end of October.

### **3. Other Non-Academic Budgets**

- a) The procedure for the setting and adoption of the Non-Academic Budgets is similar to the above procedure followed for the Academic Budget.
- b) A Budget Template is sent in September by the Finance department to the Head of each of the Offices/Divisions involved, where the proposed expenditure of the year is outlined in detail.
- c) A separate preliminary meeting is then held between the Finance Department, the Chief Executive Officer/Director and the Division Heads.
- d) Following this, the Budget is then consolidated with the Academic Budget by the Finance Department, and is submitted to the University Council for approval.
- e) The final approved Budget by the Council, then presented to each Office/School/Division for execution.

### **4. Monitoring and Tracking the Budget**

- a) No further approval is required by either the University Council or the Senate for any expenditure to be made as per budget, however when the payment is to be

made to the supplier of the goods or services the usual approval channels as well as the Finance Department's own internal controls with respect to the timing of the payment of the invoice are always followed.

- b) For items of extraordinary expense, which are not in the original budget, a revision of the budget is required, whereby the initial process is once again repeated using the revised figures.
- c) If an item of expense was budgeted for however during the ensuing academic year, the expense was not deemed necessary the expense is not carried forward to the following year.
- d) At the end of each semester, a progress report is compiled by the Finance Department and sent to the various Offices/Schools/Divisions for review. The progress report of the Academic Budget is sent to the Office of the Rector for review.

## **CHARTER: ANNEX 6**

# **INTERNAL REGULATIONS ON FACULTY RANKING AND CONDITIONS OF SERVICE**

## **1. FACULTY SELECTION AND APPOINTMENT**

A Faculty Selection Committee of the pertinent Department shall select the Faculty members of the Department. All Faculty Selection Committee members should hold a higher or equal rank to the one the candidate is considered for, except for the rank of Professor, for which all faculty members should hold the rank of Professor. The Selection of all faculty members shall be approved by the Council of the pertinent Department, the Council of the pertinent School, the Senate and the University Council. The President shall make the appointment on behalf of the Council (See Appendix A).

## **2. FACULTY RANKING**

All permanent faculty members shall be appointed on a full-time basis to one of the ranks listed below, according to their academic qualifications and professional work experience (see framework of minimum suggested/expected requirements in Research and Scholarly Publications and/or recognized creative work for Faculty Ranking in Appendix D). The minimal requirements per faculty rank are as follows:

### **2.1. Lecturer**

A Doctorate; positive and substantial evidence of high competency in teaching and research.

### **2.2. Assistant Professor**

The requirements for the rank of Lecturer plus three (3) post-doctorate years of university teaching and research experience; positive and substantial record of high competency in teaching and research; evidence of positive contribution to the overall development of the individual's program area and department; and service to the Community.

### **2.3. Associate Professor**

The requirements for the rank of Assistant Professor and of eight (8) years of post-

doctorate years of university teaching and research experience; positive and substantial record of high competency in teaching; a demonstrated record of research and publications; evidence of positive contribution to the overall development of the individual's program area and department; service to the Community; and membership/participation in professional or learned societies of national or international significance.

#### **2.4. Professor**

The requirements for the rank of Associate Professor and of twelve (12) post-doctorate years of university teaching and research experience; positive and substantial record of high competency in teaching; evidence of positive contribution to the overall development of the individual's program area and department; service to the Community; membership/participation in professional or learned societies of regional or national significance; a demonstrated record of research and scholarly publications or recognized creative work in the individual's field.

#### **2.5. Clarifications: Academic fields of exceptional and undoubted distinctiveness**

2.5.1. The minimum requirement under which a candidate should hold a Doctorate, for any rank, does not apply in the cases of academic fields of exceptional and undoubted distinctiveness for which a Doctorate is not possible or not common.

2.5.2. The academic fields of exceptional and distinctiveness are Medicine, Applied Arts, Architecture, Music, Drama and Dance.

2.5.2.1. The qualifications that can substitute the Doctorate for the election and promotion in the field of Medicine are:

**(a) For the rank of Lecturer:** the candidate should **(i)** hold the post of a Lecturer or a higher academic post, in a medical specialty of a recognized University, or **(ii)** hold a diploma in Medicine and a medical specialty and have at least three years of work experience, after obtaining a diploma in Medicine; at a recognized Medical School, or at a recognized Research Institution (Institute) or at a Tertiary Hospital (Hospital).

**(b) For the rank of Assistant Professor:** the candidate should **(i)** hold the post of an Assistant Professor or a post of higher rank in a medical specialty or a recognized University or the post of a Lecturer in a medical specialty of a



recognized University, having at least three years of experience in it, or **(ii)** hold a diploma in Medicine and a medical specialty and at least six years of work experience, after obtaining a diploma in Medicine, at a recognized Medical School, or at a recognized Research Institution (Institute) or at a Tertiary Hospital (Hospital).

**(c) For the rank of Associate Professor:** the candidate should **(i)** hold the post of an Associate Professor or a post of a higher academic rank, in a medical specialty of a recognized University or the post of an Assistant Professor in a medical specialty of a recognized University, having at least four years of experience in it, or **(ii)** hold a diploma in Medicine and a medical specialty and at least ten years of work experience, after obtaining a diploma in a recognized Medical School, or at a recognized Research Institution (Institute) or Tertiary Hospital (Hospital).

**(d) For the rank of Professor:** the candidate should **(i)** hold the post of a Professor, in a medical specialty of a recognized University or the post of an Associate Professor in a medical specialty of a recognized University, having at least four years of experience in it, or **(ii)** hold a diploma in Medicine and a medical specialty and at least thirteen years of work experience, after obtaining a diploma in Medicine, at a recognized Medical School or at a recognized Research Institution (Institute) or a Tertiary Hospital (Hospital).

2.5.2.2 For Applied Arts, Architecture, Music, Drama and Dance, the qualifications that can substitute the Doctorate for the election and promotion are:

- (i) Master degree in the relevant field;*
- (ii) A portfolio that includes a body of work that is recognized and/or renowned;*
- (iii) Professional achievements that include work which has recognition and distinction;*
- (iv) Academic activity and publications.*

2.5.2.2.1 For the rank of Assistant Professor, Associate Professor, and Professor in addition to the above, academic experience of at least three (3), eight (8) and twelve (12) years, respectively, is required.

### **3. SPECIAL TEACHING PERSONNEL RANKING**

Special Teaching Personnel ranks shall be those of Instructor and Senior Instructor. The minimal requirements for the Instructor's rank shall be a Master's degree, and for the Senior Instructor's rank shall be a Master's degree and twelve (12) years at the Instructor's rank or its equivalent.

#### **4. DUTIES AND RESPONSIBILITIES OF FACULTY MEMBERS AND SPECIAL TEACHING PERSONNEL**

All faculty members are expected to work conscientiously, and perform their duties with enthusiasm and dedication. In general, the areas in which faculty members are expected to excel and be highly competent are the following:

- 4.1. Mastery of subject matter** - as demonstrated by advanced degrees, honours, awards, and reputation in the subject matter field.
- 4.2. Effectiveness in teaching** - as demonstrated by the judgment of the Chairperson of Department and other colleagues, development of teaching material, development of new courses or programs of study, and student reaction, as determined from surveys, interviews, classroom observation and student advising.
- 4.3. Scholarly ability** - as demonstrated by the success in developing and carrying out significant research work in the subject matter field, publications and reputation among colleagues/peers.
- 4.4. Effectiveness in University and Community service** - as demonstrated by various areas such as University public service, committee work, administrative work and work with students and community in general, in addition to formal teacher-student relationships.
- 4.5. Continuing growth** – as demonstrated by various areas such as teaching, research or other activities to keep abreast of current developments in his/her field and being able to handle successfully increased responsibility.
- 4.6. Additional duties and responsibilities**
  - 4.6.1. to assist the Chairperson of Department in duties of departmental coordination and other departmental activities such as selection of textbooks, proposing and writing new courses, writing research proposals, recruiting, etc.;

- 4.6.2. to maintain office hours to assist students in the selection of courses, to offer them academic advising and professional guidance and, in general, to spend sufficient time in establishing the professional atmosphere that encourages students to freely communicate, exchange ideas, and flourish professionally and intellectually;
- 4.6.3. to attend staff, departmental, school, (vice)rectorate meetings; attend various events, open days and orientation; accept committee duties as required; assist during registration; attend Commencement exercises and, in general, participate proactively and constructively in the life of the University community as one of its important exponents;
- 4.6.4. to teach in both undergraduate and postgraduate (only for faculty members) programs if requested.
- 4.6.5. to comply to any other duties appointed.

*Note: For Special Teaching Personnel, Scholarship/Research is optional.*

## **5. FACULTY PROMOTION**

Promotion shall be on the basis of competency, qualifications, experience and other relevant factors. A major requirement for promotion from one rank to another is excellence in teaching, research and service to the Community, and sustained commitment and dedication to the University. Advancement in rank is not merely a matter of routine or seniority, but it is based primarily on merit. It should be noted that any Faculty member hired through the faculty selection and appointment procedure (See Appendix A) must complete at least three (3) years of service to the appointed rank, in order to be eligible for promotion; provided that he/she meets all other criteria for promotion.

### **5.1. Promotion Criteria**

Advancement in rank shall depend upon the faculty member meeting the six criteria listed below:

- 5.1.1. Fulfillment of the minimal criteria for appointment to rank.

- 5.1.2. Positive and substantial evidence of high competency in teaching.
- 5.1.3. Evidence of positive contribution(s) to the overall development of the individual's program area and Department.
- 5.1.4. Evidence of service to the University and Community in general.
- 5.1.5. Membership and participation in professional or learned societies of national or international significance.
- 5.1.6. Research and scholarly publications or recognized creative work in the individual's field.

## **5.2. Documentation Accompanying the Application for Promotion**

To be considered for advancement in rank, the applicant must:

- 5.2.1. Demonstrate fulfillment of the minimal criteria for appointment to rank.
- 5.2.2. Show positive and substantial evidence of high competency in teaching by submitting all the following:
  - 5.2.2.1. Student ratings (in summary form) of Teacher and Course Evaluations during the years immediately preceding application, since the beginning of employment or the last promotion;
  - 5.2.2.2. Analysis of grades submitted by the applicant during the years immediately preceding the application, since the beginning of employment or the last promotion;
  - 5.2.2.3. Self-evaluation of the applicant's teaching methods/ techniques;
  - 5.2.2.4. Peer Reviews from classroom observations during the years immediately preceding the application, since the beginning of employment or the last promotion, are strongly recommended.
  - 5.2.2.5. Certificates and documentation of attendance in instructor teaching training programs/seminars; organized by the University or any other institution/carrier

during the years immediately preceding application, since the beginning of employment or the last promotion;

- 5.2.3. Show evidence of positive contribution(s) to the overall development of the individual's program area and Department.
- 5.2.4. Show evidence of service to the University and Community in general.
- 5.2.5. Show evidence of membership and participation in professional or learned societies of national or international significance.
- 5.2.6. Show evidence of research and scholarly publications or recognized creative work in the individual's field (see framework of minimum suggested/expected requirements in Research and Scholarly Publications and/or recognized creative work for Faculty Ranking in Appendix D).

Note: It is advisable that with all the above documentation, the applicant submits the following:

- (a) Self - Assessment documents for all the years immediately preceding application since the beginning of employment or the last promotion;
- (b) Self – Assessment/Evidence illustrating compatibility with the 'UE Professor DNA/Laureate DNA Competencies'.
- (c) Current Curriculum Vitae inclusive of all the pertinent activities.

### **5.3. Procedures for Promotion**

The procedure for promotion is as follows:

- 5.3.1. Faculty Members who consider themselves eligible for promotion have the responsibility to submit their application to the Dean of their School, whilst informing the Chairperson of the pertinent Department by October 31<sup>st</sup>. In the case that the applicant is the Dean of the School, then he/she must submit his/hers application to the Vice-Rector of Academic Affairs (who initiates the rest of the procedure).

- 5.3.2. In order for an applicant to be considered eligible for promotion, all of the criteria for appointment to the rank must have been completed, prior to the October 31<sup>st</sup> deadline.
- 5.3.3. Applications received after the above deadline shall not be reviewed for that academic year.
- 5.3.4. The Committee on Promotion shall review all requests for promotion and make its recommendations in accordance with the procedures detailed in the Charter and are consistent with the Law. The Committee on Promotion has the responsibility to solicit the appropriate information in order to make recommendations for promotion with respect to the promotion criteria outlined above.

5.3.4.1. Membership of the Committee on Promotion

5.3.4.1.1. The Committee on Promotion shall consist of the following members (care of the Dean of the pertinent School):

- Two full-time Faculty members from each Department of the School.
- One representative Faculty member from each of the other Schools of the University.

**Notes:**

- a) *All Committee members should hold a higher rank to the one the candidate is considered for, except for the rank of Professor, for which all members should hold the rank of Professor. In the case that the conditions in a School are such, where there are not faculty members available in a higher rank, then the Committee can be constituted by additional Faculty members of another Department/School in a higher rank. In the case that the above provisions are not possible, the Committee can also consist of pertinent Department/School members in an equal, to the one the candidate is considered for, rank.*
- b) *A voting right reserve only the members that are present during the meetings of the Committee on Promotion.*
- c) *A quorum shall consist of two-thirds of the voting members.*
- d) *Each eligible member shall have one vote in Committee meetings and Committee elections. In case of a tie, the Chair of the Committee shall cast the winning vote.*

5.3.4.1.2. There shall be at least one external reviewer who is a full-time active academician in the discipline of the candidate, and who holds an academic rank higher or equal to the rank for which the faculty member is being considered. The external reviewer(s) shall not be co-author(s), nor shall he/she maintain a proved close relationship of any kind, or be a family member of the candidate.

5.3.4.1.3. The Chair of the Committee is elected by the members at the first meeting of the Committee.

5.3.5. The Dean of the School forwards the application and the candidate's academic portfolio to the Chair of the Committee on Promotion by November 15<sup>th</sup>.

5.3.6. The Committee on Promotion prepares a list of prospective external reviewers and investigates whether the candidate holds a strong objection(s) towards any individual on the list serving as external reviewer; or whether any of the requirements in point 5.3.4.1.2 are being violated. Then the Committee on Promotion makes the final selection of an external reviewer.

5.3.7 The Chair of the Committee on Promotion forwards copies of the candidate's academic portfolio to all members of the Committee (including the external reviewers) within a week and arranges for a review meeting within forty-five (45) days from the day the Chair of the Committee received the application and the candidate's academic portfolio.

5.3.8 The final decision and report of the Committee on Promotion is forwarded by the Chair of the Committee to the Council of Department, via the Chairperson of Department, within two (2) weeks from the conclusion of the Committee's deliberations. The Council of the Department determines that all procedural guidelines have been properly followed, ensures that all appropriate criteria were satisfied and reaches to an appropriate decision.

5.3.9 The Chairperson of the Department forwards the decision of the Council of Department, the portfolio and the reports to the Council of School via the Dean of School, within a month from the date he/she receives the Committee's decision and accompanying material.

- 5.3.10 The Council of School reaches a decision after reviewing the decision of the Council of Department, the portfolio and the report of the Committee on Promotion and ensures that all appropriate criteria for promotion are satisfied and all procedures have been followed. The Dean of School then forwards the decision of the Council of School together with the decision of the Council of Department, the portfolio and the report of the Committee on Promotion to the Senate, via the Rector, within a month from the date he/she receives the decision of the Council of Department and the accompanying material.
- 5.3.11 The Senate reaches a decision after reviewing the decision of the Council of School, the decision of the Council of Department, the portfolio and the report of the Committee on Promotion and ensures that all appropriate criteria for promotion are satisfied and all procedures have been followed. The Rector then forwards the decision of the Senate, together with the decision of the Council of School, the decision of the Council of Department, the portfolio and the report of the Committee on Promotion, to the University Council via the President, within a month from the date he/she receives the decision of the Council of School and the accompanying material.
- 5.3.12 The Council, after examining the legality of the procedures followed in alignment to the Charter, the Internal Regulations and the relevant Laws, ratifies the decision.
- 5.3.13 The Dean of School and/or the Rector and/or the President may require from the Committee on Promotion further elaboration of specific issues/ areas of the application.
- 5.3.14 The ratified final decision of the Council is communicated immediately to the pertinent Dean of School via the Rector. The candidate (with copy to the pertinent Chairperson of Department) shall be informed immediately of the decision in writing by the Dean of the School.
- 5.3.15 The approved promotion becomes effective at the beginning of the new academic year.

**Notes:**



- (a) The schedule of weeks includes academic weeks and not weekends and/or Christmas holidays, which should not be counted as part of the time period stated in each clause. The procedure is expected to start on November 1<sup>st</sup> and be concluded by the 31<sup>st</sup> of March.
- (b) Special Teaching Personnel promotion procedures are similar to those applied for Faculty Promotion, as per described in the Internal Regulations and Guidelines on Election Procedures (Annex 15).

## **6. PERFORMANCE EVALUATION OF FACULTY AND SPECIAL TEACHING PERSONNEL**

The main purpose of the Performance Evaluation System is the development of both Faculty Members and Special Teaching Personnel.

### **6.1. Basic Principles and Standards**

#### **6.1.1. Teaching**

Effective teaching is given the greatest weight and other factors cannot compensate for a failure to satisfy it. It involves mastery of the subject matter, the ability to stimulate the intellectual capabilities of students, and effectiveness in communicating the skills, methods and content of one's discipline. It includes a spirit of study necessary to keep courses continually revised and the undertaking of efforts to sustain and improve teaching skills. Effective teaching also includes success in stimulating the intellectual development of one's colleagues through disciplinary and interdisciplinary work, including course development and participation in faculty training schemes/programs organized by the University and/or other Educational Institution(s), seminars and colloquia.

#### **6.1.2. Research**

European University Cyprus requires scholarly work that may be made public in various forms. All research, however, must involve the deployment of disciplined learning, closely informed by thorough research, for the sake of edifying and serving audiences that extend beyond the boundaries of the immediate University community.

Research can take many forms, such as **published research in various forms, article(s) in a scholarly periodical(s), chapter(s) in scholarly publication(s),**

**book(s), paper(s) presented at a professional conference(s), contribution in research conference/event organization or any other form of artistic activity and research (i.e. composition and arrangement of music works, performance and conducting of music works, workshops, master classes, clinics and seminars) or any other equivalent form.**

### **6.1.3. Service to the University, Community, and Profession, and Self-Development**

In addition, to support the University's mission, purpose and objectives, the University also assumes of its faculty a congenial and collegial relationship. This includes civility in discourse and a willingness to carry one's share of the load in teaching, advising, participation in institutional research, committee work, compliance with the 'UE Professor DNA/Laureate DNA Competencies' and other forms of university service. The quality of contributions, not merely the numbers of committees and assignments, remains a significant consideration.

The University values contributions to planning and governance, leadership in achieving the goals of the University (which include student recruitment and retention), working with students outside the classroom and extending the resources of the University to the wider community

Significant and extended service to professional societies, committees pertaining to higher education formed and appointed by the government, and academic associations; contribution in event organization; training activity; appraisals of manuscripts submitted for publication to university presses or scholarly journals; grant proposals/applications submitted to government agencies or learned and professional societies; review of grant applications submitted to government agencies or learned and professional societies: all of these activities would count as instances of professional development. As educators, professional development includes activities and efforts to improve teaching/instructional capabilities, qualifications, etc. No amount of these activities, however, should compensate for deficiencies in Teaching or Research.

### **6.1.4. Transitional Period (Ranks are subject to and according to the Law on Private Universities)**

#### **6.1.4.1. Faculty**

During this period, faculty members will be required to satisfy the minimal requirements concerning *Research*, i.e. **one form of research per year** as described above (See 6.1.2.: *Research*). They will have the obligations of such and will be evaluated like the other faculty members.

## **6.2. Faculty and Special Teaching Personnel Evaluation**

### **6.2.1. Evaluation**

Each full-time faculty member and special teaching personnel will be evaluated **EVERY TWO YEARS (See Appendix E: Self-Assessment Academic Staff Evaluation Report and Appendix I: Performance Evaluation System Activities Plan)**.

**The evaluation document(s) will be submitted to the Chairperson of Department by June 30.**

#### **6.2.1.1 Faculty**

Faculty Ranks will be those of **Lecturer, Assistant Professor, Associate Professor and Professor**. The minimal requirements for each faculty rank are those that appear in the *University Charter*. One form of scholarship per year as described above (see 6.1.2 Research) will be minimal requirements for each member with the rank of faculty.

The faculty member shall engage in the process of self-evaluation as a positive force towards continued professional development and accomplishment. This initial step in the review process shall demonstrate the faculty member's performance in the areas of (i) **Teaching**, (ii) **Research**, and (iii) **Service to the University, Community, and Profession and Self -Development**.

Materials submitted by the faculty member should be evaluated in their entirety. It is recognized that any of the following evaluation categories may receive different weight at particular periods in a faculty member's career, reflecting changes in either individual, departmental, or university goals. For instance, some faculty members may be striving more intensively to develop new methods of teaching, while other members may be more fully engaged in the pursuit of research. **However, the weight selected and officially stated by a faculty member should fall within the prescribed weight parameters for each category, which are as follows:**

- |       |   |               |
|-------|---|---------------|
| (i)   | <b>Teaching:</b>  | <b>30-60%</b> |
| (ii)  | <b>Research:</b>  | <b>30-60%</b> |
| (iii) | <b>Service to the University, Community, and Profession and Self-Development:</b> | <b>10-30%</b> |

#### **6.2.1.2. Special Teaching Personnel**

Special Teaching personnel ranks will be those of **Instructor and Senior Instructor**. The minimal requirements for each Special Teaching Personnel rank are those that appear in the *University Charter*.

Special Teaching Personnel will be primarily dedicated to teaching. While Special Teaching Personnel will be encouraged to grow personally and professionally through scholarship activity and continuous development, Research will not be considered in annual evaluations (it will be optional.) Service to the University, Community and Profession will be part of the Interim Performance Feedback Report (See Appendix L: Interim Performance Feedback).

#### **Instructors/Senior Instructors**

The weight for Instructors/Senior Instructors is as follows:

- |       |   |                |
|-------|---|----------------|
| (i)   | <b>Teaching:</b>  | <b>60%-80%</b> |
| (ii)  | <b>Scholarship/Research:</b>  | <b>0%-30%</b>  |
| (iii) | <b>Service to the University, Community, and Profession and Self-Development:</b> | <b>10-30%</b>  |

#### **6.2.1.3. Faculty and Special Teaching Personnel (STP) on Probation**

In the case of Faculty and Special Teaching Personnel (STP) on probation, two months prior to the end of the probation period, the Chairperson of the pertinent Department, following unannounced class observations/visits/evaluations during lecture hours of the member on probation, is required to complete Appendix K: Performance Evaluation (Faculty and STP members on Probations). The Dean of the pertinent School is also required to provide commends/suggestions on the same report that is referred to the Vice-Rector of Academic Affairs; and is consequently forwarded to the H.R. Department.

### **6.3. Interim Performance Feedback**

Each faculty member or special teaching personnel, on a yearly basis, shall prepare a document which will list and assess the success of activities of the past academic year per category, within the context of that year's stated goals, justifying strengths and weaknesses (See Appendix L: Interim Performance Feedback).

The interim performance feedback meeting shall take place during the month(s) of June/July of each year, between the faculty member or special teaching personnel and the pertinent Chairperson/Dean of School, where feedback and objectives shall be discussed and agreed upon.

### **6.4. Content of Evaluation Categories (See Appendix F: Performance Categories and Behaviors/Activities Evaluated)**

#### **6.4.1. Teaching**

Based on above Basic Principles and Standards, the faculty members (and accordingly the special teaching personnel members) should prepare a list/statement that discusses accomplishments in courses taught, and activities aimed at sustaining and improving teaching effectiveness. It involves mastery of the subject matter, the ability to stimulate the intellectual capabilities of students, and effectiveness in communicating the skills, methods and content of one's discipline. It includes a spirit of study necessary to keep courses continually revised, and the undertaking of efforts to sustain and improve teaching skills.

Effective teaching also includes success in stimulating the intellectual development of one's colleagues through disciplinary and interdisciplinary work, including course development and participation in faculty training schemes/programs organized by the University and/or other Educational Institution(s), seminars and colloquia. Effort and energy in activities such as course development, course revision, and/or development of new technologies/instructional publication/activities/methodology and/or teaching material to enhance the learning environment should be noted, as well as summaries of student evaluations.

#### **6.4.2. Research**

Based on above Basic Principles and Standards, the faculty member should prepare a list/statement that discusses current research in progress and/or completed. Research can take many forms, such as **published research in various forms, article(s) in scholarly periodical(s), book(s), chapter(s) in scholarly publication(s), paper(s) presented at professional conference(s), contribution in research conference/event organization or any other form of artistic activity and research (i.e. composition and arrangement of music works, performance and conducting of music works, workshops, master classes, clinics and seminars) or any other equivalent form.**

The faculty member is encouraged to note the degree of support received from the University (e.g. teaching load reduction, time-off, research grant, etc.) that contributed to the completion of his/her scholarly endeavors.

#### **6.4.3. Service to the University, Community and Profession, and Self - Development**

Based on above Basic Principles and Standards, the faculty member should prepare a list/statement that discusses contributions made to the University and the Community in the area of service. Activities such as committee memberships and offices held, participation in special education/training programs, outreach activities classroom working and recruitment of students, and working with students outside the classroom should be outlined. Activities demonstrating involvement in community service and commitment to social responsibility should be noted, such as membership in community organizations and volunteer work; also other activities extending the resources of the University to the wider community.

Significant and extended service to professional societies, committees pertaining to higher education formed and appointed by the government, and academic associations; appraisals of manuscripts submitted for publication to university presses or scholarly journals; grant proposals/applications submitted to government agencies or learned and professional societies; review of grant applications submitted to government agencies or learned and professional societies; contribution in event organization; participation in training seminars; pursuing of additional qualification/degrees; etc. will be taken into consideration.

**(Note: A checklist (criteria) for each performance category with indicative rating of each activity/behavior (See Appendix G: Summary of Grading of the Performance**

**Evaluation System**) and a Description of Each Behavior (**See Appendix H: Performance Evaluation System**) has been developed based primarily on the suggestions made by the faculty, the above basic principles and standards, and the content of the above evaluation categories.)

#### **6.4.4. Rating of Performance**

Performance in each of the above categories is rated according to the following scale:

<b>Truly Outstanding:</b>	<b>5 points</b>
<b>Exceeds Normal Expectations:</b>	<b>4 points</b>
<b>Completely Satisfactory:</b>	<b>3 points</b>
<b>Needs Improvement:</b>	<b>2 points</b>
<b>Below Expectations/Weak Performance:</b>	<b>1 point</b>

#### **6.4.5. Process of Faculty Evaluation**

The interim performance feedback review process will provide the basis for the review of the performance of faculty (and accordingly the special teaching personnel member). In doing so, both the faculty and the administration reaffirm their commitment to the principles of academic freedom.

##### **6.4.5.1. Interim Performance Feedback Review**

- 6.4.5.1.1. The Review will be based on the above stated Evaluation Categories, and will also be related to the University's mission, purpose, strategy and objectives.
- 6.4.5.1.2. Chairpersons of Departments and Deans of Schools are charged with conveying the expectations of #1 to faculty.
- 6.4.5.1.3. **The Interim Performance Feedback Review** (See Appendix L: Interim Performance Feedback) will be used for recording an individual's performance, which will be submitted to the pertinent Department Chairperson by each faculty member or Special Teaching personnel member by **June-July** of the interim year.
- 6.4.5.1.4. **The pertinent Chairperson and the pertinent Dean of School** will carry out jointly the review/assessment of each faculty member or special teaching personnel member. **The Performance Evaluation Scoring Worksheet** (See Appendix J: Performance Evaluation

Scoring Worksheet) will be used for assessing Faculty and Special Teaching Personnel (every two years).

- 6.4.5.1.5. All appropriately completed and signed review documents of each faculty or Special Teaching personnel member will be submitted by the Dean of School to the Review Committee by **10<sup>th</sup> of September**.
- 6.4.5.1.6. **The Review Committee** consists of the pertinent Department Chairperson, the pertinent Dean of School, one high-rank Faculty member per School and a representative of the Administration. The appointed faculty members from each School and the administration representative should review the evaluation documents in the Dean's office prior to the Review Committee meeting. This committee will review the evaluation documents, will give instructions for clarification/remedy in cases of ambiguity, will verify the outcome of the annual review of each faculty member, and will make the final assessment. [It is the right of the evaluated member to refuse the participation of any of the appointed faculty members from each School to be present, irrespective of which Department/School the faculty member is a member. However, the pertinent Department Chairperson and the Dean of School will be coordinating the review of the faculty members of their Department/School]. The outcome of the assessment by the Review Committee would normally be decided by consensus, otherwise by majority. All members of the Review Committee should sign the relevant sections of the **Performance Evaluation Scoring Worksheet** (See Appendix J: Performance Evaluation Scoring Worksheet) by **30 September**.
- 6.4.5.1.7. The pertinent Chairperson and the Dean of School, jointly, will then meet with each faculty member or Special Teaching personnel member under evaluation to discuss the results of the review/assessment by **30 October**. The pertinent Department Chairperson, the Dean of School and the involved faculty member or Special Teaching personnel member should sign the review at the time of their meeting, with the faculty member/Special Teaching personnel member reviewed being able to add comments
- 6.4.5.1.8. All appropriately completed, signed, and verified documents will be submitted by the Dean of each School to the Vice-Rector of Academic Affairs by **15 October**.
- 6.4.5.1.9. **Appeal / Grievance**. A committee consisting of a high-rank academic administrator, a high-rank faculty member and a high-rank



external member will investigate all appeals / grievances. These individuals will not be the same as those in the Review Committee.

#### **6.4.6. Quantitative Outcome of Evaluation**

The points received by a faculty member or special teaching personnel in the review for each evaluation category is multiplied by the percent weight for that category selected by the faculty member for the specific year. The sum of totals of all categories will be the overall evaluation result (with 0 being the lowest and 5.00 being the highest).

**Example:**

A faculty member selects the following weight, and achieves the following points for each evaluation category:

<b>Teaching:</b>	<b>50% - 4 points</b>
<b>Scholarship/Research:</b>	<b>30% - 3 points</b>
<b>Service to the University, Community, Profession &amp; Self Development:</b>	<b>20% - 3 points</b>

The total for each category will be as follows:

<b>Teaching:</b>	<b><math>0.50 \times 4 = 2.00</math></b>
<b>Scholarship/Research:</b>	<b><math>0.30 \times 3 = 0.90</math></b>
<b>Service to the University, Community, and Profession &amp; Self Development:</b>	<b><math>0.20 \times 3 = 0.60</math></b>

**Total's Sum: 3.50**

**Note:** All provisions of the above system may be modified so that they will conform to the provisions of the Law on Private Universities of 2005 (s. 36.(1)) and the provisions of the Law on Quality Assurance and Accreditation of 2015 (s. 13-(1)).

## **7. COMPENSATION AND FRINGE BENEFITS**

The compensation system of the University consists of the following components:

- Annual Salary
- Annual salary increase
- Fringe benefits

### **7.1. Annual Salary**

Monthly salary X 13

### **7.2. Annual Salary Increase**

The compensation system of the University promotes incentive and it is based on performance merit and encourages and promotes fairness and justice among employees. It consists of the following:

#### **7.2.1. Performance Increase**

- a. IPBP % - Individual Performance - Based Pay (%) increase based on performance evaluation
- b. Bonus - based on performance evaluation and University financial performance/ productivity

### **7.3. Fringe Benefits**

The University provides the following fringe benefits.

- \* **Social Insurance**
- \* **Provident Fund (Retirement Plan)**
- \* **Medical Insurance**
- \* **Paid Maternity Leave**

#### **7.3.1. Social Insurance**

Social Insurance contributions for full-time employees as per the Republic of Cyprus Law.

#### **7.3.2. Provident Fund**

Contribution as per the University's Provident Fund Charter.

#### **7.3.3. Medical Insurance**

Group medical insurance is available to all full-time permanent employees. Medical Forms and Medical Plan Scheme are available at the Department of Human Resources.

#### **7.3.4. Paid Maternity Leave**

Full-time female faculty and staff are eligible for maternity leave and benefits as described below:

- **time off work**  
2 weeks prior to expected childbirth, and  
16 weeks recovery after childbirth
- **compensation**  
The female employee will receive 1/4th of her monthly salary during the time she is off (Social Insurance pays 3/4ths of the salary), for a period that does not exceed 18 weeks.

## **8. STAFF ETHICS**

The University places confidence and trust in the integrity and excellence of character of the Employee. It is therefore agreed that each Employee shall, at all times, conduct himself/herself in a manner which is in alignment with the high personal moral and intellectual standards of the University, as those are illustrated in the 'Faculty Handbook' and the University Charter. These standards/principles include the following:

- 8.1. Maintaining just and courteous professional relationships with students, parents, staff members, and others.
- 8.2. Maintaining efficiency and keeping up with the developments in one's field(s) of work.
- 8.3. Placing the education and welfare of students as the first concern of the University, which will require that appointments to positions and promotions be based solely on merit.
- 8.4. Directing any criticism of other staff members or of any department of the University towards the improvement of the University. Such constructive criticism is to be made directly to the particular University administrator who has the administrative authority to improve the situation.
- 8.5. Using properly and protecting all University facilities, equipment, and materials.

8.6. Abiding with the Laureate DNA Competencies, Qualities and Principles and the Laureate Code of Conduct and Ethics (the 'Code').

**“DENTAL SURGERY (B.D.S.)”**

**LEARNING OUTCOMES:**

Upon successful completion of this program, the graduating dentist must have the following knowledge:

- The importance of his/her own health in relation to occupational hazards and its impact on the ability to practice as a dentist.
- The management of a dental practice by planning, organising and leading the practice team.
- The judicial, legislative and administrative processes and policy that impact all aspects of dentistry.
- The ethical principles relevant to dentistry.
- The fact that dentists should strive to provide the high- est possible quality of patient care in variety of circumstances.
- The socio-economic inequities and inequalities in oral health.
- Behavioural (including factors such as ethnicity and gender) that facil- itate the delivery of dental care.
- The role and the stages of the intellectual, social-emo-tional and language development of children and adoles- cence.
- The scientific principles of sterilisation, disinfection and antisepsis, and cross-infection control.
- The hazards of ionising radiations and their effects on biological tissues, together with the regulations relating to their use, including leading the team on radiation protection measures.
- The scientific basis of dentistry, including the relevant biomedical sciences, the mechanisms of knowledge acqui- sition, scientific method and evaluation of evidence.
- The biological processes in the body to a sufficient depth to be able to exploit new emerging biological technologies in clinical practice, especially in regenera- tive medicine.
- The cellular and molecular basis of life including both eukaryotic and prokaryotic cells.
- The biomedical sciences in the normal healthy individ- ual at a depth relevant to dentistry.
- Disease processes such as infection, inflammation, disor- ders of the immune system, degeneration, neoplasia, metabolic disturbances and genetic disorders.
- Pathological features and dental relevance of common disorders of the major organ systems, and have knowl- edge of the oral manifestations of systemic disease.
- The aetiology and pathological processes of oral diseases to facilitate their prevention, diagnosis and management.
- Pharmacology and therapeutics relevant to clinical dental practice and its application thereto, and be familiar with pharmacology in general medicine.
- The science of dental biomaterials and their limitations and be aware of environmental issues relevant to their use.

- The ability to apply this knowledge and understanding of basic biological, medical and clinical sciences to every day real life and clinical situations.
- Other methods of medical imaging of relevance to dentistry.
- Of appropriate clinical laboratory and other diagnostic procedures and tests, and an understanding of their diagnostic reliability and validity and the interpretation of the results.
- Recognising signs of patient abuse and neglect and knowing how to report as required to the appropriate legal authorities.
- The principles that underlie dental radiographic techniques.

## STRUCTURE OF THE PROGRAM OF STUDY

PROGRAM REQUIREMENTS	ECTS
Year 1	60
Year 2	60
Year 3	60
Year 4	60
Year 5	60
<b>Total ECTS</b>	<b>300</b>

Course Code	Description	ECTS
<b>YEAR 1</b>		
<b>1<sup>st</sup> Semester</b>		
DEN101	The Structure and Function of the Human Body	12
DEN102	Biological Processes of Human Health and Disease	12
DEN103	Behavioral and Communication Skills	3
DEN104	Dental Ethics	3
<b>Total</b>		<b>30</b>
<b>2<sup>nd</sup> Semester</b>		
DEN105	The Structure and Function of the Orofacial Complex	12
DEN106	Biological Basis of the Oral Function	12
DEN107	Biomaterials and Technology in Dentistry	6
<b>Total</b>		<b>30</b>
<b>YEAR 2</b>		
<b>3<sup>rd</sup> Semester</b>		
DEN208	Pharmacological Basis	6
DEN209	Public Health and Community Care	6
DEN210	General Medicine in Dentistry	6
DEN211	Mechanisms of Disease in the Orofacial Complex	12
<b>Total</b>		<b>30</b>
<b>4<sup>th</sup> Semester</b>		
DEN213	Community and Preventive Dentistry	9
DEN214	Foundations of Nutrition	6
DEN215	Diagnosis in Dentistry and Introduction in Treatment Planning in Dentistry	15
<b>Total</b>		<b>30</b>

<b>YEAR 3</b>		
<b>5<sup>th</sup> Semester</b>		
DEN316	Basic Clinical Skills I	26
DEN317	Digital Dentistry and Digital Planning	4
<b>Total</b>		<b>30</b>
<b>6<sup>th</sup> Semester</b>		
DEN318	Basic Clinical Skills II	26
DEN319	Basic Immunology	4
<b>Total</b>		<b>30</b>
<b>YEAR 4</b>		
<b>7<sup>th</sup> Semester</b>		
DEN420	Clinic of Comprehensive Adult Patient Care I	24
DEN421	Clinic of Comprehensive Pediatric Patient Care I	4
DEN422	Critical Appraisal of the Literature I	1
-----	Elective Course	1
<b>Total</b>		<b>30</b>
<b>8<sup>th</sup> Semester</b>		
DEN423	Clinic of Comprehensive Adult Patient Care II	24
DEN424	Clinic of Comprehensive Pediatric Patient Care II	4
DEN425	Critical Appraisal of the Literature II	1
-----	Elective Course	1
<b>Total</b>		<b>30</b>
<b>Year 5</b>		
<b>9<sup>th</sup> Semester</b>		
DEN527	Clinic of Comprehensive Adult Patient Care III	24
DEN528	Clinic of Comprehensive Pediatric Patient Care III	3
DEN529	Esthetic Dentistry	1
DEN530	Integrated Clinical Seminar I	1
DEN531	Geriatric Dentistry	1
<b>Total</b>		<b>30</b>
<b>10<sup>th</sup> Semester</b>		
DEN532	Clinic of Comprehensive Adult Patient Care IV	24
DEN533	Clinic of Comprehensive Pediatric Patient Care IV	3
DEN534	External Rotations	1
DEN535	Implantology	1
DEN536	Integrated Clinical Seminar II	1
<b>Total</b>		<b>30</b>
<b>Elective Courses</b>		
DEN426	Introduction to Craniomandibular Disorders	1
DEN427	Occupational Risks in Dentistry	1
DEN428	Legal and Forensic Dentistry	1
DEN429	Dental Marketing, Management Skills and Group Management	1
DEN430	Dental Office Administration	1



### **GREEK LANGUAGE COURSES:**

**Greek Language courses will be required from International students with no proficiency in Greek Language. Credits/ECTS earned from the Greek Language courses do not count towards the graduation requirements of the Degree.**

- GRE101 - Modern Greek / Basic user I (A1)
- GRE102 - Modern Greek / Basic User II (A1+)
- GRE103 - Modern Greek / Basic User III (A2)
- GRE104 - Modern Greek / Basic User IV (A2+)

**TABLE 2: COURSE DISTRIBUTION PER SEMESTER**

A/A	Course Type	Course Name	Course Code	Periods per week Theory/Lab/ Practical Activities/ Clinical Rotations/ Simulation	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
<b>YEAR 1 - 1st Semester</b>								
1.	Core	The Structure and Function of the Human Body	DEN101	10 / 8	50	14	252	12
2.	Core	Biological Processes of Human Health and Disease	DEN102	10 / 8	50	14	252	12
3.	Core	Behavioral and Communication Skills	DEN103	3 / 1	50	14	56	3
4.	Core	Dental Ethics	DEN104	3 / 1	50	14	56	3
<b>YEAR 1 - 2nd Semester</b>								
1.	Core	The Structure and Function of the Orofacial Complex	DEN105	10 / 8	50	14	252	12
2.	Core	Biological Basis of the Oral Function	DEN106	10 / 8	50	14	252	12
3.	Core	Biomaterials and Technology in Dentistry	DEN107	6 / 3	50	14	126	6

A/A	Course Type	Course Name	Course Code	Periods per week Theory/Lab/Practical Activities/ Clinical Rotations/ Simulation	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
<b>YEAR 2 - 3rd Semester</b>								
1.	Core	Pharmacological Basis	DEN208	6 / 3	50	14	126	6
2.	Core	Public Health and Community Care	DEN209	6 / 3	50	14	126	6
3.	Core	General Medicine in Dentistry	DEN210	6 / 4	50	14	140	6
4.	Core	Mechanisms of Disease in the Orofacial Complex	DEN211	10 / 8	50	14	252	12
<b>YEAR 2 - 4th Semester</b>								
1.	Core	Community and Preventive Dentistry	DEN213	7 / 6	50	14	182	9
2.	Core	Foundations of Nutrition	DEN214	6 / 3	50	14	126	6
3.	Core	Diagnosis in Dentistry and Introduction in Treatment Planning in Dentistry	DEN215	12 / 6	50	14	196	15
<b>YEAR 3 - 5th Semester</b>								
1.	Core	Basic Clinical Skills I	DEN316	10 / 24	50	14	476	26
2.	Core	Digital Dentistry and Digital Planning	DEN317	2 / 4	50	14	84	4

A/A	Course Type	Course Name	Course Code	Periods per week Theory/Lab/Practical Activities/ Clinical Rotations/ Simulation	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
<b>YEAR 3 - 6th Semester</b>								
1.	Core	Basic Clinical Skills II	DEN318	10 / 22	50	14	448	26
2.	Core	Basic Immunology	DEN319	4/0	50	14	56	4
<b>YEAR 4 - 7th Semester</b>								
1.	Core	Clinic of Comprehensive Adult Patient Care I	DEN420	8 / 24	50	14	448	24
2.	Core	Clinic of Comprehensive Pediatric Patient Care I	DEN421	2 / 4	50	14	84	4
3.	Core	Critical Appraisal of the Literature I	DEN422	1	50	14	14	1
4.	Elective	Elective Course	-----	1	50	14	14	1
<b>YEAR 4 - 8th Semester</b>								
1.	Core	Clinic of Comprehensive Adult Patient Care II	DEN423	8 /24	50	14	448	24
2.	Core	Clinic of Comprehensive Pediatric Patient Care II	DEN424	2 /4	50	14	84	4
3.	Core	Critical Appraisal of the Literature II	DEN425	1	50	14	14	1
5.	Elective	Elective Course	-----	1/0	50	14	14	1

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
<b>YEAR 5 - 9th Semester</b>								
1.	Core	Clinic of Comprehensive Adult Patient Care III	DEN527	8 / 24	50	14	448	24
2.	Core	Clinic of Comprehensive Pediatric Patient Care III	DEN528	2 / 3	50	14	84	3
3.	Core	Esthetic Dentistry	DEN529	1	50	14	14	1
4.	Core	Integrated Clinical Seminar I	DEN530	1	50	14	14	1
5.	Core	Geriatric Dentistry	DEN531	1	50	14	14	1
<b>YEAR 5 - 10th Semester</b>								
1.	Core	Clinic of Comprehensive Adult Patient Care IV	DEN532	7 / 24	50	14	434	24
2.	Core	Clinic of Comprehensive Pediatric Patient Care IV	DEN533	2 / 3	50	14	84	3
3.	Core	External Rotations	DEN534	2	50	14	28	1
4.	Core	Implantology	DEN535	1	50	14	14	1
5.	Core	Integrated Clinical Seminar II	DEN536	1	50	14	14	1

## LIST OF COMPULSORY AND ELECTIVE COURSES

	Course Code	Description	
	<b>Compulsory courses</b>		
1	DEN101	The Structure and Function of the Human Body	11
2	DEN102	Biological Processes of Human Health and Disease	13
3	DEN103	Behavioral and Communication Skills	16
4	DEN104	Dental Ethics	19
5	DEN105	The Structure and Function of the Orofacial Complex	20
6	DEN106	Biological Basis of the Oral Function	23
7	DEN107	Biomaterials and Technology in Dentistry	26
8	DEN208	Pharmacological Basis	28
9	DEN209	Public Health and Community Care	30
10	DEN210	General Medicine in Dentistry	32
11	DEN211	Mechanisms of Disease in the Orofacial Complex	34
12	DEN213	Community and Preventive Dentistry	38
13	DEN214	Foundations of Nutrition	40
14	DEN215	Diagnosis in Dentistry and Introduction in Treatment Planning	42
15	DEN316	Basic Clinical Skills I	46
16	DEN317	Digital Dentistry and Digital Planning	52
17	DEN318	Basic Clinical Skills II	54
18	DEN319	Basic Immunology	61
19	DEN420	Clinic of Comprehensive Adult Patient Care I	63
20	DEN421	Clinic of Comprehensive Pediatric Patient Care I	67
21	DEN422	Critical Appraisal of the Literature I	69
22	DEN423	Clinic of Comprehensive Adult Patient Care II	72
23	DEN424	Clinic of Comprehensive Pediatric Patient Care II	75
24	DEN425	Critical Appraisal of the Literature II	77
25	DEN527	Clinic of Comprehensive Adult Patient Care III	80
26	DEN528	Clinic of Comprehensive Pediatric Patient Care III	84
27	DEN529	Esthetic Dentistry	87
28	DEN530	Integrated Clinical Seminar I	89
29	DEN531	Geriatric Dentistry	91
30	DEN532	Clinic of Comprehensive Adult Patient Care IV	93
31	DEN533	Clinic of Comprehensive Pediatric Patient Care IV	96
32	DEN534	External Rotations	99
33	DEN535	Implantology	101
34	DEN536	Integrated Clinical Seminar II	103
	<b>Elective Courses</b>		
35	DEN426	Introduction to Craniomandibular Disorders	104
36	DEN427	Occupational Risks in Dentistry	106
37	DEN428	Legal and Forensic Dentistry	108
38	DEN429	Dental Marketing, Management Skills and Group Management	110
39	DEN430	Dental Office Administration	112

## COURSE DESCRIPTIONS

Course Title	The Structure and Function of the Human Body				
Course Code	DEN101				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1st year / 1st semester				
Teacher's Name	Dr. Johnson, Dr. Patrikios, Dr. Stephanou, Dr. Tsioutis, Dr. Nikolousi, Dr. Xanthos, Dr. Demetriades, Dr. Tsioutis (team teaching according to the program and Laureate Educational Model)				
ECTS	12	Lectures / week	10 hrs / 14 weeks	Laboratories / week	8 hrs / 14 weeks
Course Purpose and Objectives	This foundation subject provides students with an introduction to the disciplines of human anatomy and physiology. The organisation of the human body, from cells to tissues to organs, and the relationship between structure & function is emphasised. Discussion of different cell type and function of organells. Biochemical pathways contributing to the normal function of the cells and the physiological tissue will also be discussed with extension to the pathophysiological status. Detailed study of the physiology of nerve, muscle, bone and connective tissue is a focus, along with an introduction to anatomical terminology and the skeleton. An overview of the concepts of homeostasis and control of body systems is provided. Learning activities provide students with the foundational knowledge and skills required to undertake further study of body systems. To demonstrate knowledge of normal and abnormal structure and function of the human body on the macroscopic, microscopic, and molecular levels.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the normal functioning of cell</li> <li>2. Understand the function of organells and the biochemical pathways involved</li> <li>3. Metabolic parameters in the normal functioning of cells and in relation to the physiology of tissues</li> <li>4. Explain the organisation of the human body from cells to tissue to organ systems;</li> <li>5. Describe the basic cellular structure and function of nerves, muscle, epithelial tissue and connective tissues such as bone;</li> <li>6. Apply basic anatomical terminology and describe the axial skeleton;</li> <li>7. Explain the concept of homeostasis and demonstrate a basic knowledge of the nervous;</li> <li>8. Demonstrate knowledge of normal and abnormal structure and function of the human body</li> <li>9. Understanding of the relation of cell death pathways in pathological conditions.</li> </ol>				
Prerequisites	None		Corequisites	None	

Course Content	<ol style="list-style-type: none"> <li>1. Introduction / Overview of the Human Body</li> <li>2. Cell and membrane physiology</li> <li>3. Epithelia and connective tissue</li> <li>4. Fluid compartments and blood</li> <li>5. Bones and osteology</li> <li>6. Organisation of the nervous system</li> <li>7. Introductory anatomy</li> <li>8. Neurophysiology</li> <li>9. Muscle I</li> <li>10. Muscle II</li> <li>11. Integumentary and endocrine system</li> <li>12. Endocrine physiology; Review Embryology and development. Congenital abnormalities. Cellular aging.</li> </ol>										
Teaching Methodology	Face-to-Face										
Bibliography	<p>Vasudevan DM, Sreekumari S, Vaidyanathan K. Textbook of Biochemistry for Dental Students. New Delhi: Jaypee Brothers Medical Publishers, 2007.</p> <p>Murray RK, Grenner DK, Mayes PA, Rodwell VW. Harper's Illustrated Biochemistry. New York: McGraw-Hill, 2003.</p> <p>Nayak S. Manipal Textbook of Biochemistry for Dental Students. Manipal University: CBS, 2007.</p> <p>Harbans L. A Textbook of Biochemistry for Dental Students. New Delhi: CBS, 2010. Fried G, Hademenos G. Schaum's</p> <p>Outline of Biology. New York: McGraw-Hill, 2009.</p>										
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Language	English										



Course Title	Biological Processes of Human Health and Disease				
Course Code	DEN102				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	1st year / 1st semester				
Teacher's Name	Dr. Polysides, Dr. Lavranos, Dr. Stephanou, Dr. Patrikios, Dr. Nikolousi, Dr. Xanthos, Dr. Pouloupoulos (team teaching according to the program and Laureate Educational Model)				
ECTS	12	Lectures / week	10 hrs / 14 weeks	Laboratories / week	8 hrs / 14 weeks
Course Purpose and Objectives	<p>Demonstrate to solve problems by combining knowledge of biological and biochemical concepts with scientific inquiry and reasoning skills.</p> <p>The acquisition of knowledge of Microbiology, biochemistry and biology, so that students can understand the relevant evolutions associated with Dentistry, in order to promote individual health and protect public health.</p> <p>To learn the basic histological techniques available for the study of cell morphology at the optical microscope, the histological characteristics, structure and function of basic human tissues, and the basic concepts concerning early and late embryonic development and congenital anomalies</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the basic structure and organization of the cell, the coding and decoding mechanisms of genetic information, DNA repair, replication, and recombination, the ways of intracellular signalling and cell communication, the ways of cell division and the mechanisms of control, the basic techniques for studying cell, growing and reproducing mechanisms, maintaining a constant internal environment, acquiring materials and energy.</li> <li>2. Explain the interactions between bacteria and host organisms.</li> <li>3. Explain the principles of epidemiology, diagnosis and resistance of infections.</li> <li>4. Recognize and take responsibility for the creation and maintenance of aseptic conditions, communicate with the microbiological laboratory.</li> <li>5. Explain how immunological aspect are crucial in an amount of states of disease. Recall all metabolisms of the various chemical units at the cellular level.</li> <li>6. Discuss their importance and role at a possible deviation of their normal function (disease).</li> <li>7. Search the mechanisms, which explain their physiologic and pathologic function.</li> <li>8. Explain the regulation of function of all metabolic paths.</li> <li>9. Describe the role and biochemical importance at the cellular level of hormones and their function.</li> <li>10. Analyse the most important tissues and their importance.</li> <li>11. Explain the interactions between tissues and regulatory mechanisms of metabolism</li> <li>12. Histological techniques;</li> <li>13. Epithelial tissue and glands, connective tissue, cartilage and bone, muscle.</li> <li>14. Nervous system, cardiovascular system, lymphatic system, respiratory system, digestive system, Urinary system, male reproductive system, female reproductive system, endocrine system,</li> <li>15. General Embryology, development of musculoskeletal system, development of head and neck, Development of nervous system, molecular regulation of development.</li> </ol>				
Prerequisites	None	Corequisites	None		

Course Content	<ol style="list-style-type: none"> <li>1. Cell organization.</li> <li>2. structure and function of macromolecules.</li> <li>3. DNA replication, repair and recombination.</li> <li>4. chromosomes and gene regulation.</li> <li>5. Structure and function of proteins and their constituent amino acids.</li> <li>6. Transmission of genetic information from the gene to the protein.</li> <li>7. Transmission of heritable information from generation to generation and the processes that increase genetic diversity.</li> <li>8. Principles of bioenergetics and fuel molecule metabolism.</li> <li>9. Assemblies of molecules, cells, and groups of cells within single cellular and multicellular organisms.</li> <li>10. The structure, growth, physiology, and genetics of prokaryotes and viruses</li> <li>11. Processes of cell division, differentiation, and specialization.</li> <li>12. Structure and functions of the nervous and endocrine systems and ways in which these systems coordinate the organ systems.</li> <li>13. Structure and integrative functions of the main organ systems General properties of bacteria, viruses, fungi, parasites and metazoa.</li> <li>14. Medical ecology.</li> <li>15. Host-microbial interactions.</li> <li>16. Basic immunology.</li> <li>17. Antibiotics, chemotherapeutics, antiseptics, disinfectants.</li> <li>18. Bacteriology, virology, fungi, protozoa, parasites.</li> <li>19. Hospital infections.</li> <li>20. Basic principles of signalling.</li> <li>21. Hormones and the system of hormonal cascade.</li> <li>22. Hormones of the hypothalamus, the pituitary gland and the epiphysis.</li> <li>23. Adrenal hormones; steroid hormones.</li> <li>24. Thyroid gland and secretion and action of thyroid hormones.</li> <li>25. Modulation of calcium metabolism.</li> <li>26. Bone turnover; molecular mechanisms of growth, development and remodelling of the condylar cartilage.</li> <li>27. Molecular mechanisms of the dynamic remodelling of the periodontal membrane and the alveolar bone.</li> </ol>
Teaching Methodology	Face-to-Face

Bibliography	<p>Fried G, Hademenos G. Schaum's Outline of Biology. New York: McGraw-Hill, 2009.</p> <p>Garber SD. Biology. A Self-teaching Guide. Hoboken, New Jersey: John Wiley and Sons, 2002.</p> <p>Bagg J, MacFarlane TW, Poxton IR, Miller CH, Smith AJ. Essentials of Microbiology for Dental Students. Oxford: Oxford University Press, 1999.</p> <p>Levinson W. Review of Medical Microbiology and Immunology. New York: Lange Medical Books, 2008</p> <p>Vasudevan DM, Sreekumari S, Vaidyanathan K. Textbook of Biochemistry for Dental Students. New Delhi: Jaypee Brothers Medical Publishers, 2007.</p> <p>Murray RK, Grenner DK, Mayes PA, Rodwell VW. Harper's Illustrated Biochemistry. New York: McGraw-Hill, 2003.</p> <p>Nayak S. Manipal Textbook of Biochemistry for Dental Students. Manipal University: CBS, 2007.</p> <p>Harbans L. A Textbook of Biochemistry for Dental Students. New Delhi: CBS, 2010.</p> <p>Sadler T. Langman's Medical Embryology. Philadelphia: Lippincott Williams and Wilkins, 2003.</p>										
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Language	English										

Course Title	Behavioral and Communication Skills				
Course Code	DEN103				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	1st year / 1st semester				
Teacher's Name	Dr. Charis Xinaris, Dr. Shiacou				
ECTS	3	Lectures / week	3 hrs / 14 weeks	Laboratories / week	1 hr / 14 weeks
Course Purpose and Objectives	In this course, students will analyze the psyche in a global sense, taking into account the special way biopsychosocial elements influence healthy and disease states. Student will also learn the relevant aspects of the relationship between the healthcare professional and the patient, stressing abilities of communication and interpersonal skills. Also, to provide an overview of the current knowledge regarding the management of adult dentally anxious patients. Furthermore, presentation of a number of clinical guidelines, based on the available literature, will be made.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze the psyche considering three dimensions (biological, psychological and social) and their influence in the health-illness process.</li> <li>2. Identify and give appropriate answer to possible psychological and social needs that may have some kind of influence on the patient's well being.</li> <li>3. Assess the way psychological processes influence the experiences of each patient and understand how specific approaches may be needed.</li> <li>4. Analyze and assess patient's behaviors in order to promote healthy patterns of behavior.</li> <li>5. Develop good communication skills in order to provide an appropriate therapeutic environment.</li> <li>6. Keep an open-minded and flexible attitude toward different cultures and societies under the principle of universality.</li> <li>7. Describe the role of psychological and social parameters, which are related to the practice of Dentistry.</li> <li>8. Develop with communication skills, which are necessary for the clinical practice.</li> <li>9. Explain the various aspects in the relationship between the dentist and the patient, the difficulties, which may occur and the way of their management.</li> <li>10. Manage professional stress.</li> </ol>				
Prerequisites	None		Corequisites	None	

Course Content	<ol style="list-style-type: none"> <li>1. Introduction to Psychology and Health Psychology.</li> <li>2. Dimensions of the person and their impact on the wellness-disease continuum.</li> <li>3. The biomedical model vs. Biopsychosocial model.</li> <li>4. Health behaviors: adaptive, risky and dysfunctional behaviors</li> <li>5. The therapeutic relationship. Communication skills.</li> <li>6. The process of adherence including motivational processes.</li> <li>7. Health behavior; emotional processes, stress. Dental fear and phobia.</li> <li>8. Pain processes (acute and chronic pain).</li> <li>9. Occupational health: basic concepts and the process of burnout</li> <li>10. Mild form of fear or anxiety; phobia of specific dental procedures or situations;</li> <li>11. Interfering psychiatric symptoms.</li> <li>12. High treatment need, implementation of a high level of predictability during treatment.</li> <li>13. The training of patients in the use of coping skills.</li> </ol>
Teaching Methodology	Face-to-Face

Bibliography	<p>Ayer, W. A. (2005). Psychology and dentistry: Mental health aspects of patient care. New York: Haworth Press.</p> <p>Haller, T., &amp; Moorman, C. (2005). Dental talk: How to manage children's behavior with effective verbal skills. Merrill Michigan: Personal Power Press.</p> <p>Morrison, V., &amp; Bennett, P. (2006). An Introduction to Health Psychology. Pearson Education.</p> <p>Mostofsky, D. I. &amp; Fortune, F. (2014). Behavioral Dentistry. Ames Iowa: Willey-Blackwell</p> <p>Myers, D. G. (2013). Psychology (10th ed.). London: Worth Publishers.</p> <p>Ogden, J. (2012). Health Psychology: a text book (5th ed.). London: McGraw Hill</p> <p>Ramseier, C. A., &amp; Suvan, J. E. (2010). Health behavior change in the dental practice. Ames, Iowa: Wiley-Blackwell.</p> <p>Sanderson, C. A. (2012). Health Psychology (2nd ed.). London: Wiley</p> <p>Bochner S. The Psychology of the Dentist-Patient Relationship. Berlin: Springer, 2012.</p> <p>Weiner AA. The Fearful Dental Patient. A Guide to Understanding and Managing. Ames, Iowa: Wiley-Blackwell, 2011.</p>										
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Language	English										

Course Title	Dental Ethics														
Course Code	DEN104														
Course Type	Compulsory														
Level	Bachelor (1 <sup>st</sup> Cycle)														
Year / Semester	1st year / 1st semester														
Teacher's Name	Dr. Theodoros Trokanas														
ECTS	3	Lectures / week	3 hrs / 14 weeks	Laboratories / week	1 hr / 14 weeks										
Course Purpose and Objectives	<p>The course provides opportunities to critically examine dental care and practice from relevant ethical, legal and professional standpoints. It has a strongly applied focus, allowing to explore how legal and ethical knowledge can be put to use in the dental context</p> <p>This course has been designed as a blended learning course combining face-to- face learning (during study contact days) with supported, interactive on-line learning. In addition, the course requires students to make explicit links between their learning on the course and their own individual practice during their clinical practices.</p>														
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"><li>1. Demonstrate an in-depth, systematic understanding of legal, ethical and professional frameworks that underpin dental practice adopting a critical stance to these.</li><li>2. Independently and critically evaluate selected legal and ethical issues relevant to their own and others' practice.</li><li>3. Appraise their own approach to practice, identifying and responding to developmental needs through independent and/or collaborative means.</li><li>4. Demonstrate a critical awareness of ethical challenges and dilemmas in dental practice and propose possible responses with supporting rationale.</li></ol>														
Prerequisites	None		Corequisites	None											
Course Content	<ol style="list-style-type: none"><li>1. Dental Law in Practice (European law and local law)</li><li>2. Ethical Dental Practice</li></ol>														
Teaching Methodology	Face-to-Face														
Bibliography	<p>Ozar DT, Sokol DJ. Dental Ethics at Chairside: Professional Principles and Practical Applications. Washington: Georgetown University Press, 2002.</p> <p>Rule JT, Veatch RM. Ethical Questions in Dentistry. Chicago: Quintessence, 2004.</p>														
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Final	40%														
Lab report / oral presentation	20%														
Participation	10%														
	100%														
Language	English														

Course Title	The structure & Function of the orofacial complex				
Course Code	DEN105				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	1st year / 2 <sup>nd</sup> semester				
Teacher's Name	Dr. Athanasiou, Dr. Zafiropoulos, Dr. Kolokitha, Dr. Kalfas, Dr. Nikolousi, Dr. Xanthos, Dr. Lavranos, D. Tziafas (team teaching according to the program and Laureate Educational Model)				
ECTS	12	Lectures / week	10 hrs / 14 weeks	Laboratories / week	8 hrs / 14 weeks
Course Purpose and Objectives	<p>To acquire basic knowledge on the organization of the human body, its structure and function, with emphasis on anatomy of the orofacial/skull complex.</p> <p>Understanding the principles of Physiology and the mechanisms of body function from the molecular and cellular level to the tissue and organ level.</p> <p>To learn the basic histological, anatomical, clinical and morphological elements of the structure of deciduous and permanent teeth as well as their functional elements in normal and pathological tissues including pain.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the anatomical structures and the organization of the human body.</li> <li>2. Describe the innervations and osteology of maxilla and mandible,</li> <li>3. Recognise the anatomy of oral cavity and the entrance of the larynx.</li> <li>4. Identify the anatomical differences between deciduous and permanent teeth, the congenital face deformities, and the common congenital anomalies of alveoli and teeth.</li> <li>5. Describe the various regions of skull</li> <li>6. Describe the mechanisms of taste and olfaction.</li> <li>7. Discuss the mechanisms of mastication, swallowing, and speech.</li> <li>8. Explain stomatognathic physiology.</li> <li>9. Discuss the major theories concerning the aetiology of pain.</li> </ol>				



	10. Describe deciduous and permanent teeth, know their time and sequence of eruption and use the FDI teeth code system. 11. Recognize all basic morphological characteristics of teeth. 12. Describe the morphological differences of the deciduous teeth with their permanent counterparts. 13. Recognize individual teeth. 14. Recognize unusual or abnormal morphological characteristics of all permanent teeth. 15. Describe the embryological development of the face, the stomatognathic region and the major salivary glands. 16. Describe the microscopic structure of normal soft and hard tissues of the stomatognathic region and the major salivary glands. 17. Relate the microscopic structure of normal soft and hard tissues of the stomatognathic region and the major salivary glands with their function. 18. Relate at the initial stage the microscopic tissue characteristics with their changes at the clinical level.		
Prerequisites	None	Corequisites	None
Course Content	1. Osteology of head and neck; scalp and face; eye and orbit; dura mater, intra cranial venous sinuses; pituitary gland; temporal and infratemporal regions; parotid and submandibular regions; neck and its triangles; back of neck and the back; oral cavity; nose and paranasal sinuses; pharynx; larynx; ear; cervical viscera and deep muscles of neck; lymphoid tissue and joints of head and neck; surface anatomy of head and neck; and review of head and neck.  2. Embryology of the face and the oral cavity; histology of the oral mucosa; histology of the salivary glands; odontogenesis - embryology of the teeth; histology of the enamel; histology of dentin; histology of pulp-dentin complex; histology of the periodontal ligament; histology of the gingiva and the dentogingival crevice; histology of the jaw bones and the cementum; mechanisms of tooth eruption; and molecular mechanisms of odontogenesis.  3. Saliva; mechanisms of taste and olfaction; nociception; mechanosensation; dynamics of mastication and swallowing; mechanism of speech; calcification; dynamics of temporomandibular joint and occlusion; applied comparative orofacial physiology in addition to sensory physiology and pain; motor neurophysiology; control of mandibular movement; and healing of oral structures. Principles of cell physiology; physiology of the nervous system and sensory organs;  4. Descriptive anatomical morphology of all surfaces of deciduous and permanent teeth, basic features and variations; and (b) main differences between deciduous and permanent teeth; coding systems and terminology.		
Teaching Methodology	Face-to-Face		

Bibliography	<p>Buja ML, Krueger GRF. Netter's Illustrated Human Pathology. Philadelphia: Saunders, 2004.</p> <p>Schneider AS, Szanto PA. Board Review Series: Pathology. New York: Lippincott, Williams and Wilkins, 2006.</p> <p>Kumar V, Cotran R, Robbins S. Robbins Basic Pathology. Philadelphia: Saunders, 2003.</p> <p>Rubin E, Reisner HM. Essential of Rubin's Pathology. New York: Lippincott, Williams and Wilkins, 2008.</p> <p>Bath-Balogh M, Fehrenbach M. Illustrated Dental Embryology, Histology, and Anatomy. Philadelphia: Saunders Elsevier, 2010.</p> <p>Nelson SJ, Ash MM. Wheeler's Dental Anatomy, Physiology and Occlusion. St. Louis: Saunders Elsevier, 2010.</p> <p>Scheid RC, Weiss G. Woelfel's Dental Anatomy: Its Relevance to Dentistry. Baltimore: Lippincott, Williams and Wilkins, 2011.</p> <p>Scott GO, Turner CG. The Anthropology of Modern Human Teeth. Dental Morphology and its Variation in Recent Human Populations. Cambridge: Cambridge University Press, 1997.</p> <p>Avery JK, Chiego DJ. Essentials of Oral Histology and Embryology: A Clinical Approach. St. Louis: Elsevier Mosby, 2005.</p> <p>Berkovitz BKB, Holland GO, Moxham BJ. Oral Anatomy, Histology and Embryology. St. Louis: Mosby Elsevier, 2009.</p> <p>Nanci A. Ten Cate's Oral Histology: Development, Structure and Function. St. Louis: Elsevier Mosby, 2013.</p>										
Assessment	<table border="1" data-bbox="548 1119 1065 1272"> <tr> <td>Mid Term</td><td>30%</td></tr> <tr> <td>Final</td><td>40%</td></tr> <tr> <td>Lab report / oral presentation</td><td>20%</td></tr> <tr> <td>Participation</td><td>10%</td></tr> <tr> <td></td><td>100%</td></tr> </table>	Mid Term	30%	Final	40%	Lab report / oral presentation	20%	Participation	10%		100%
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Language	English										

Course Title	Biological Basis of the Oral Function				
Course Code	DEN106				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	1st year / 2 <sup>nd</sup> semester				
Teacher's Name	Dr. Kolokitha, Dr. Angelopoulos, Dr. Lavranos, Dr. Kalfas, Dr. Stephanou, Dr. Demetriades, Dr. Athanasiou, Dr. Tolidis, Dr. Nikolousi, (team teaching according to the program and Laureate Educational Model)				
ECTS	12	Lectures / week	10 hrs / 14 weeks	Laboratories / week	8 hrs / 14 weeks
Course Purpose and Objectives	Knowledge of the basis of the molecules of the cells, structures and understand how are related into the oral function. Knowledge of the pathogenesis of infectious diseases which have had particular influence on the development of contemporary dental practice.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to :</p> <ol style="list-style-type: none"> <li>1. Understand the role of chemical, molecular and microbiological basis of the oral function and their importance in the health care.</li> <li>2. Understand the oral cellular function and development</li> <li>3. Understand the biochemical pathways involved in the normal and disease oral tissues</li> <li>4. Know and understand the importance of the pathogenesis of infectious diseases associated with with influence on the development of contemporary dental practice.</li> </ol>				
Prerequisites	None		Corequisites	None	

Course Content	<ol style="list-style-type: none"> <li>1. The basic molecules of the cell and the bonds which link them together. Prokaryotic and eukaryotic cells – structural levels of organisms</li> <li>2. The structure, main characteristics and function of the four main classes of biological macromolecules carbohydrates, lipids, nucleic acids and proteins The roles of nucleic acids in information transfer from DNA to protein; genes and the regulation of gene expression</li> <li>3. Proteins – structure, diversity of function, enzymes</li> <li>4. Protein biosynthesis, post-translational modification and secretion.</li> <li>5. An understanding of how knowledge of DNA and protein synthesis and function may be applied in clinical and diagnostic situations</li> <li>6. Biological membranes – molecular structure, membrane transport, channels and transporters, control of intracellular environment, fluid compartments etc. The structure and function of major subcellular structures and organelles. Cellular metabolism – major pathways for synthesis/turnover of macromolecules and energy metabolism, including carbohydrate metabolism The principles of cell signalling and communication</li> <li>7. Biomineralisation and hydroxyapatite</li> <li>8. Microbial classification and diversity - bacteria, fungi, viruses and prions; key features of the major microbial groups</li> <li>9. Transmission of infectious disease; Principles of sterilisation and disinfection.</li> </ol> <p>Dental plaque; oral bacterial ecology; oral biofilms</p> <p>Microbial biochemistry (where relevant e.g. sugar, protein metabolism, etc.</p> <p>The human microbiome, colonisation, resistance and systemic diseases</p> <p>Virulence factors – colonisation, evasion of host defence, tissue damage.</p> <p>Bacteraemia, septicaemia and infective endocarditis</p> <p>Anti-microbial agents and resistance mechanisms.</p> <p>The microbiology of key oral diseases</p> <p>Emerging and re-emerging diseases relevant to Dentistry</p> <p>Microbial sampling and characterisation</p>
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Teaching Methodology	Face-to-Face										
Bibliography	<p>Levin M. Topics in Dental Biochemistry. Berlin: Springer, 2011.</p> <p>Shuttleworth A, Whittaker DK, Ferguson DB. Oral Bioscience. London: Churchill Livingstone, 2000.</p> <p>Vasudevan DM, Sreekumari S. Textbook of Biochemistry for Dental Students. New Delhi: Jaypee Brothers Medical Publishers, 2007.</p> <p>Marsh P, Martin MV, Lewis MAO. Oral Microbiology. Beijing: Churchill-Livingston- Elsevier, 2009.</p> <p>Lamond RJ, Jenkinson HF. Oral Microbiology at a Glance. Oxford: John Wiley &amp; Sons, 2010.</p> <p>Lamond RJ. Oral Microbiology and Immunology. New York: ASM Press, 2006.</p>										
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Course Title	Biomaterials and Technology in Dentistry				
Course Code	DEN107				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	1st year / 2 <sup>nd</sup> semester				
Teacher's Name	Dr. Kalfas				
ECTS	6	Lectures / week	6 hrs / 14 weeks	Laboratories / week	3 hrs / 14 weeks
Course Purpose and Objectives	<p>To learn scientific principles of the study of dental biomaterials including relationships among compositions, physical properties, and clinical properties for dental biomaterial systems.</p> <p>Familiarization with the structure and properties of dental biomaterials, evaluation of similar materials according to their use, and ability to justify a differing behaviour during their use.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"><li>1. Describe the physical, mechanical, and chemical properties of materials in general and of the dental materials specifically.</li><li>2. Discuss the categories of dental materials and their respective use.</li><li>3. Compare and evaluate the behaviour of materials according to their composition and their techniques of use.</li><li>4. Select the most suitable for each use material.</li><li>5. Evolution and classification of different types of dental biomaterials.</li><li>6. The main physical, chemical and biological properties, which must be taken into account in understanding, selecting and applying dental materials in its aspects both pre-clinical, clinical or laboratory.</li><li>7. Recognize and apply hygiene and security measures for handling each of the materials.</li></ol>				
Prerequisites	None	Corequisites		None	
Course Content	<p>Properties, composition and use of the following groups of dental biomaterials:</p> <p>Direct and indirect restorative materials</p> <p>Cements, bases and liners</p> <p>Impression materials</p> <p>Implants</p> <p>Reparative and regenerative materials</p> <p>Toxicity of dental materials and precautions for use in Operative Dentistry, Endodontics, Fixed Prosthodontics, Removable Prosthodontics, Oral Surgery, Periodontology, Orthodontics and Pediatric Dentistry.</p>				
Teaching Methodology	Face-to-Face				

Bibliography	<p>Hatrick CD, Eakle S, Bird WF. Dental Materials. Philadelphia: Saunders, 2003.</p> <p>O'Brian WJ. Dental Materials and Their Selection. Chicago: Quintessence, 2002.</p> <p>Phinney DJ, Halstead JH. Dental Materials Guide. Clifton Park, New York: Delmar Cengage Learning, 2009.</p>										
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Language	English										

Course Title	Pharmacological Basis				
Course Code	DEN208				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd Year / 3rd Semester				
Teacher's Name	Dr. Kalfas				
ECTS	6	Lectures / week	6 Hours/ 14 weeks	Laboratories / week	3 Hours/ 14 weeks
Course Purpose and Objectives	The acquisition of general knowledge concerning the principles of pharmacokinetics ,pharmacodynamics and pharmacogenetics as well as regarding the side effects and the toxicity of drugs.				
Learning Outcomes	Upon successful completion of this course students should be able to:  1.Recognize in which category the various drugs belong as well as their action mechanisms, pharmacokinetics, side effects and therapeutic uses.  2.Recall the principles of drug prescription.  3.Discuss the differences in selecting the appropriate medication for special groups of patients (children, elderly, pregnant, etc.).  4.Recognize the possible interactions between systemic medications and localized dental drug prescription  5. Recognize the possible interactions between systemic medications and localized maxillofacial rehabilitation procedures				
Prerequisites	None		Required	None	
Course Content	Principles of pharmacokinetics, pharmacodynamics and pharmacogenetics; nervous system; pain management (centrally acting and non-steroidal anti-inflammatory drugs); drugs for the cardiovascular system; drugs for the gastrointestinal system; drugs for the respiratory diseases; thrombolytics; antibiotics; chemotherapeutics; biphosphonates; sedatives and antidepressant; antihypertensive drugs;and drug prescription.				
Teaching Methodology	Face-to-Face				



Bibliography	<p>Shanbhag TV. Pharmacology for Dental Students. New Delhi: Elsevier, 2010.</p> <p>Udaykumar P. Textbook of Pharmacology for Dental and Allied Health Sciences. New Delhi: Jaypee Brothers Medical Publishers, 2007.</p> <p>Applied Pharmacology for the Dental Hygienist Elena B Haveles 6th Edition 2011 ISBN-13: 978-0323065580 ISBN-10: 0323065589</p> <p>Pharmacology and Therapeutics for Dentistry Frank J. Dowd, Bart Johnson, Angelo Mariotti Elsevier 7th Edition 2017 ISBN-13: 978-0323393072 ISBN-10: 0323393071</p>										
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Course Title	Public Health and Community Care				
Course Code	DEN209				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	2 <sup>nd</sup> year / 1 <sup>st</sup> semester				
Teacher's Name	Dr. Lavranos				
ECTS	6	Lectures / week	6 hrs / 14 weeks	Laboratories / week	3 hrs / 14 weeks
Course Purpose and Objectives	The present course initiates the future dentist in the knowledge of resources which will enable him or her to actively participate in research projects and to understand the oral health needs of communities and engage in community service.				
Learning Outcomes	<p>Upon successful completion of this course students should be able:</p> <ol style="list-style-type: none"> <li>1. To plan and provide multidisciplinary oral health care for a wide variety of patients including patients with special needs.</li> <li>2. To manage the delivery of oral health care by applying concepts of patient and practice management and quality improvement that are responsive to a dynamic health care environment.</li> <li>3. To function effectively within interdisciplinary health care teams.</li> <li>4. To apply scientific principles to the provision of oral health care. This includes using critical thinking, evidenced or outcomes-based clinical decision-making and technology-based information retrieval systems.</li> <li>5. To utilize the values of professional ethics, lifelong learning, patient centered care, adaptability, and acceptance of cultural diversity.</li> <li>6. To become familiar with essential elements of the dentistry profession, including ethical guidelines and legal responsibilities.</li> <li>7. To identify a patient's concerns and expectations and to be able to communicate in a clear and effective way both orally and in writing, including with patients and their relatives, as well as with media and other medical professionals.</li> <li>8. To work with other medical professionals and to work as a team.</li> <li>9. To understand the importance of keeping registries and patient's records, maintaining confidentiality of all data.</li> </ol>				
	<ol style="list-style-type: none"> <li>10. To know, critically evaluate and select sources of information, both clinical and biomedical to be able to obtain and communicate scientific and sanitary information</li> <li>11. To be familiar with Research Methods and critically evaluate both established and new knowledge.</li> <li>12. To formulate hypothesis, collect and evaluate information critically to solve problems through the Scientific Method.</li> <li>13. Discuss where, when and why Statistics is used in medical research.</li> <li>14. Use simple statistical tests including t-test and chi-square.</li> <li>15. Analyse the importance of parametric and non-parametric correlations.</li> <li>16. Analyse the results of a statistical analysis used in scientific publications with regard to the statistical significance, random and systematic errors, and errors type I and type II.</li> </ol>				
Prerequisites	None		Corequisites	None	

Course Content	<ol style="list-style-type: none"> <li>1. Conditions that psychologically, medically or physically compromise dental patients</li> <li>2. Societal, ethical and cultural values, community influences, and political system and trends that affect dental behavior and dental practice.</li> <li>3. Principles of preventive dentistry as applied to individual patients, population groups, and communities particular considerations with respect to preventing and treating oral disease among Geriatric patients or those with Special Needs.</li> <li>4. Research Methods.</li> <li>5. Introduction to the concept of research in Odontology.</li> <li>6. Problem definition, literature review, objectives, hypothesis, experimental design, data collection and result's analysis.</li> <li>7. Need of Biostatistics; descriptive statistics; basic concepts of statistical inference; t-test; confidence limits; qualitative data analysis – chi-square test; other non-parametrical statistical tests; statistical correlation; and</li> <li>8. introduction to sampling.</li> </ol>										
Teaching Methodology	Face-to-Face										
Bibliography	<p>Community Oral Health, Second Edition  Pine Cynthia and Harris Rebecca  2007  ISBN: 978-1-85097-162-7  9781850971627  Jong's Community Dental Health</p> <p><u>5th Edition 2002</u>  George Gluck Warren Morganstein  ISBN: 9780323014670  eBook ISBN: 9780323058407</p>										
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Course Title	General Medicine in Dentistry				
Course Code	DEN210				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	2 <sup>nd</sup> Year / 3 <sup>rd</sup> Semester				
Teacher's Name	Dr. Xanthos, Dr. Tsioutis (team teaching according to the program and Laureate Educational Model)				
ECTS	6	Lectures / week	6 hrs / 14 weeks	Laboratories / week	4 hrs / 14 weeks
Course Purpose and Objectives	To provide students with knowledge on human General Pathology and to enable them to understand the aspects of medical conditions relevant to dentistry, and to educate students to deal with urgent medical conditions and first aid provision, not only in the dental clinic but also outside its settings. As regards to the dental clinic setting, the students should be able to deal with emergencies based on the right equipment, early diagnosis and timely first aid provision, including cardiopulmonary resuscitation.				
Learning Outcomes	Upon successful completion of this course students should be able to:  1. Perform patient evaluation. 2. Diagnose common medical conditions and institute appropriate management including referral. 3. Diagnose medical emergencies and offer basic life support. 4. Perform cardiopulmonary resuscitation in adults and children. 5. Provide first aid to medical emergencies in the dental office. 6. Provide pre-hospital care and transportation preparation for hospital transfer.				
Prerequisites	None		Corequisites	None	
Course Content	1. Medical history, physical examination and investigations. 2. Disorders of the cardiovascular system, respiratory system, endocrine, nervous, digestive, musculoskeletal and connective tissue and renal systems. 3. Disorders of haemostasis and haematopoiesis. 4. Overview of medical emergencies and their management. Adult cardiopulmonary resuscitation; child cardiopulmonary resuscitatio; loss of consciousness; respiratory distress; chest pain; special situations (choking, burns, electrocution, heat stroke, bite lesions, anaphylaxis, convulsions); pre-hospital treatment and transportation of the injured; group 5. Record the medical and dental history. 6. Describe the methodology for performing clinical examination. 7. Accidents and mass disasters; organization of first aid provision in the dental office; essential medicines; behaviour of the dentist during and after a crisis; medico-legal problems and liability; training of students in dealing with emergencies that may occur in the dental office with emphasis on providing first aid and cardiopulmonary resuscitation.				
Teaching Methodology	Face-to-Face				

Bibliography	<p>Buja ML, Krueger GRF. Netter's Illustrated Human Pathology. Philadelphia: Saunders, 2004.</p> <p>Schneider AS, Szanto PA. Board Review Series: Pathology. New York: Lippincott, Williams and Wilkins, 2006.</p> <p>Kumar V, Cotran R, Robbins S. Robbins Basic Pathology. Philadelphia: Saunders, 2003.</p> <p>Rubin E, Reisner HM. Essential of Rubin's Pathology. New York: Lippincott, Williams and Wilkins, 2008.</p> <p>Field JM, Kudenchuk PJ, O'Connor R, Van den Hoek T. The Textbook of Emergency Cardiovascular Care and CPR. Philadelphia: Lippincott Williams and Wilkins, 2009.</p> <p>Malamed SF. Medical Emergencies in the Dental Office. St. Louis: Mosby, 2007.</p>										
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Language	English										

Course Title	Mechanisms of Disease in the Orofacial Complex			
Course Code	DEN211			
Course Type	Compulsory			
Level	Bachelor (1 <sup>st</sup> Cycle)			
Year / Semester	2 <sup>nd</sup> Year / 3 <sup>rd</sup> Semester			
Teacher's Name	Dr. Nikolousi			
ECTS	12	Lectures / week	10 hrs / 14 weeks	Laboratories / week 8 hrs / 14 weeks
Course Purpose and Objectives	<p>The aims of this course are to provide students with general knowledge on the embryology of the oral and maxillofacial region, so that they can recognize any relevant dysplastic abnormalities, recognize the respective developmental stage and the relevant causative factors, and avoid their application in pregnant patients, focus on the specific histology of the oral cavity and the maxillofacial region, so that students may understand the pathological processes in the area, and provide knowledge on oral mucosa function at the cellular level, its receptors, the structure and function of the salivary glands, and the secretion of saliva, so that they may understand the pathogenetic mechanisms involved in disruption of normal function of the oral cavity and the maxillofacial region.</p> <p>To provide students with the appropriate theoretical knowledge on the diseases of the oral and maxillofacial region, their pathogenesis, epidemiology, clinical manifestation, histopathology, laboratory findings, diagnosis, differential diagnosis, progression, prognosis, complications and treatment. Provides students a review of the disciplines of human anatomy and physiology. The organisation of the human body, from cells to tissues to organs, and the relationship between structure &amp; function is emphasised.</p>			
Prerequisites	None		Corequisites	None

Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the aetiopathology of various genetic syndromes and oral, jaw and face dysplasias and the possible role of various microbiologic or pharmaceutical factors during embryogenesis.</li> <li>2. Recognize the histological changes of the structures of oral mucosa, salivary glands, and jaws.</li> <li>3. Explain the possible factors and mechanisms involved in the aetiopathology and oral manifestations of general / systematic diseases</li> <li>4. Describe, in reference to the stomatognathic system, the aetiopathology of various cysts and tumours, tissue damage from physical and chemical agents, osteo-fibrous and systemic diseases affecting the jaws, benign and malignant neoplasms of osseous tissue manifestations.</li> <li>5. Recognize the precancerous lesions and conditions.</li> <li>6. Explain carcinogenesis and recognize the tumours of the oral and maxillofacial region.</li> <li>7. Identify the salivary gland diseases.</li> <li>8. Explain the metabolic diseases, blood diseases and systemic disease manifestations in the oral and maxillofacial region.</li> </ol>
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Course Content	<ol style="list-style-type: none"> <li>1. Review of the concept related with the Course “The Structure and Función of the Human Body” and “The structure &amp; Function of the orofacial complex”</li> <li>2. Description of the developmental processes of the oral cavity and the maxillofacial region during the embryonic period (especially the first 8 weeks), with reference to the developmental abnormalities of the region, analysed with respect to time, causative factors and clinical findings. Description of the histological structure of the oral cavity and the maxillofacial area and optical microscope exercise. Description of the normal function of the oral mucosa and the salivary glands.</li> <li>3. Introduction to pathology of the oral and maxillofacial region; diagnostic methodology; histopathological lesions; developmental abnormalities; syndromes and cysts; oral microbiology; infections; tissue damage from physical and chemical agents; reactive.</li> <li>4. Hyperplasia; odontogenetic cysts and tumours; soft tissue cysts; diseases with immunological background; osteo-fibrous and systemic diseases affecting the jaws; and benign and malignant neoplasms of osseous tissue manifestations in the jaws.</li> <li>5. Precancerous lesions and conditions; carcinogenesis; tumours of the oral and maxillofacial region; salivary gland diseases; benign and malignant tumours of the salivary glands; metabolic diseases; blood diseases; and systemic disease manifestations in the oral and maxillofacial region. Emphasis is placed on clinical presentation, diagnosis, differential diagnosis approach and treatment. All essential and specialized aspects of physical and psychosomatic approach to the patient will be addressed. The methodology of taking the general and special history with immediate relevance to the role of systemic diseases in the pathogenesis of diseases of the oral and maxillofacial region, and the incidence of diseases in the region in general health will be discussed.</li> </ol>
Teaching Methodology	Face-to-Face
Bibliography	<p>Queensland Health. Infection control in oral health [CDRom]: dental training package. Brisbane: Queensland Health, 1998.</p> <p>Neville BW, Damm DD, Allen CM, Bouquot JE. Oral and Maxillofacial Pathology. St. Louis: Saunders Elsevier, 2009.</p> <p>Regezi JA, Sciubba JJ, Jordan RCK. Oral Pathology, Clinical Pathological Correlations. St. Louis: Saunders Elsevier, 2011.</p> <p>Scully C. Medical Problems in Dentistry. London: Elsevier Churchill Livingstone, 2010.</p> <p>Scully C. Oral and Maxillofacial Medicine: The Basis of Diagnosis and Treatment. London: Churchill Livingstone, 2008.</p>



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Language	English										

Course Title	Community and Preventive Dentistry				
Course Code	DEN213				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	2 <sup>nd</sup> Year / 4 <sup>th</sup> Semester				
Teacher's Name	Dr. Kalfas				
ECTS	9	Lectures / week	7 hrs / 14 weeks	Laboratories / week	6 hrs / 14 weeks
Course Purpose and Objectives	<p>To educate the undergraduate dental students in the methods of oral diseases prevention, in the applications of Community Dentistry for the promotion of the oral health of the population, in the methods of conducting epidemiological studies, in the way behavioral sciences contribute to the understanding and prevention of oral health problems and in the history of Dentistry. Plan, organize and conduct oral health programs for populations in need. The acquisition of knowledge and skills necessary to carry out epidemiological research, evaluate scientific research and study scientific articles, and To educate students in acquiring skills for implementing individualized caries-preventive programs.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Disease frequency measurement; disease correlation measurement; descriptive research; case-control studies; intervention studies; systematic errors; content errors; confounding factors; random errors; and evaluation of aetiological hypotheses.</li> <li>2. Select intervention strategies for the prevention and control of oral diseases and the promotion of oral health.</li> <li>3. Develop resources, implement and manage oral health programs for various populations based upon scientific literature and evidenced-based dentistry.</li> <li>4. Incorporate ethical standards in oral health programs and activities.</li> <li>5. Advocate for, implement and evaluate public health policy, legislation and regulations to protect and promote the public's oral health.</li> <li>6. Communicate and collaborate with groups and individuals on oral health issues</li> <li>7. Design and apply preventive programmes in patients with moderate or high caries activity.</li> </ol>				
Prerequisites	None		Corequisites	None	

Course Content	<ol style="list-style-type: none"> <li>1. The pillars of dental prevention in children and adolescents: nutrition, oral hygiene, topical and systemic fluoride, regular visits, pit and fissures sealants.</li> <li>2. Caries in deciduous teeth: epidemiology, etiology, prevention guidelines.</li> <li>3. Dental injuries of traumatic origin of the deciduous dentition: epidemiology, prevention guidelines.</li> <li>4. Caries in permanent teeth: epidemiology, etiology, prevention guidelines.</li> <li>5. Dental injuries of traumatic origin of the permanent teeth: epidemiology, prevention guidelines.</li> <li>6. The orthodontic-orthopedic disorders: epidemiology, prevention guidelines.</li> <li>7. Caries risk assessment in children and adolescents; prevention targeted on the basis of risk.</li> <li>8. The role of the pediatrician in the promotion of oral health in children and adolescents.</li> <li>9. Clinical application of preventive programmes in patients with moderate or high caries activity.</li> <li>10. History taking, caries activity recording, caries risk determination, implementation of prevention programmes and patient monitoring.</li> </ol>										
Teaching Methodology	Face-to-Face										
Bibliography	<p>Hiremath SS. Textbook of Preventive and Community Dentistry. New Delhi: Elsevier, 2007.</p> <p>Limeback H. Comprehensive Preventive Dentistry. Berlin: Wiley-Blackwell, 2012. Gordis L. Epidemiology. Philadelphia: Saunder, 2008.</p> <p>Rothman KJ. Epidemiology: An Introduction. Oxford: Oxford University Press, 2002 Didactic material provided by the Professor.</p>										
Assessment	<table border="1"> <tr> <td>Mid Term</td><td>30%</td></tr> <tr> <td>Final</td><td>40%</td></tr> <tr> <td>Lab report / oral presentation</td><td>20%</td></tr> <tr> <td>Participation</td><td>10%</td></tr> <tr> <td></td><td>100%</td></tr> </table>	Mid Term	30%	Final	40%	Lab report / oral presentation	20%	Participation	10%		100%
Mid Term	30%										
Final	40%										
Lab report / oral presentation	20%										
Participation	10%										
	100%										
Language	English										

Course Title	Foundations of Nutrition				
Course Code	DEN214				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	2 <sup>nd</sup> Year / 4 <sup>th</sup> Semester				
Teacher's Name	Dr. Chrysostomou				
ECTS	6	Lectures / week	6 hrs / 14 weeks	Laboratories / week	3 hrs / 14 weeks
Course Purpose and Objectives	<ol style="list-style-type: none"><li>1. The acquisition of general knowledge concerning the principles of nutritional aspects related with oral medicine.</li><li>2. Apply knowledge and understanding of the basic biological, medical, technical and clinical sciences in order to recognise the difference between normal and common pathological conditions relevant to clinical dental practice</li><li>3. Locate and evaluate evidence in a critical and scientific manner to support professional practice and use information technology appropriately as an essential resource for modern oral health therapy / dental practice.</li><li>4. Understand the causes and factors that lead to common oral diseases or disorders to assist preventive action.</li></ol>				
Learning Outcomes	Upon successful completion of this course students should be able to: <ol style="list-style-type: none"><li>1. Understand Diet, nutrition and the prevention of dental diseases.</li><li>2. Apply basic nutrition concepts.</li><li>3. Recognize the role of nutrition in health and disease.</li><li>4. Propose dietary evaluation for dental patients.</li></ol>				
Prerequisites	None		Corequisites	None	
Course Content	<ol style="list-style-type: none"><li>1. Nutrition-overview; dietary sources, body needs and handling of carbohydrates, lipids, proteins, vitamins, minerals, metabolic rates, energy balance, regulation of dietary intake.</li><li>2. Nutritional influences on craniofacial development, oral cancer and oral infectious diseases.</li><li>3. Role of Nutrition in Dental Health and Disease.</li><li>4. Dietary Evaluation Plans.</li></ol>				
Teaching Methodology	Face-to-Face				
Bibliography	Malamed SF. Handbook of Local Anesthesia. St. Louis: Elsevier Mosby, 2012.  Tierney L, Henderson M. The Patient History: Evidence-Based Approach. New York: Lange Medical Books, 2004.				

Assessment	<table> <tr> <td>Mid Term</td><td>30%</td></tr> <tr> <td>Final</td><td>40%</td></tr> <tr> <td>Lab report / oral presentation</td><td>20%</td></tr> <tr> <td>Participation</td><td>10%</td></tr> <tr> <td></td><td>100%</td></tr> </table>	Mid Term	30%	Final	40%	Lab report / oral presentation	20%	Participation	10%		100%
Mid Term	30%										
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Lab report / oral presentation	20%										
Participation	10%										
	100%										
Language	English										

Course Title	Diagnosis in Dentistry and Introduction in Treatment Planning				
Course Code	DEN215				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	2 <sup>nd</sup> Year / 4 <sup>th</sup> Semester				
Teacher's Name	Dr. Nikolousi				
ECTS	15	Lectures / week	12 hrs / 14 weeks	Laboratories / week	6 hrs / 14 weeks
Course Purpose and Objectives	<p>The odontologic daily practice needs to know the bases of the diagnosis of the oral pathologies. The subject of study pretends that the student begins to familiarize with the bases of the diagnosis of these pathologies thanks to the knowledge of the means that the current science puts to the scope the dentist. The dental X-ray radiography, in proof diagnostic fundamental in odontology, will be the base on which the student will realize the practices of the subject</p> <p>To provide students with the theoretical, clinical and laboratory background in order to interview the patient, gather and analyse the data, develop hypotheses, establish diagnosis, formulate a treatment plan, and arrange for a consent as well as delivery of care.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the primary reason for patient visit and their medical history.</li> <li>2. Make a clinical file that accurately reflects an up to date record of the patients medical history.</li> <li>3. Create patient file. Complementary diagnostic tests, diagnostic validity, interpretation and a critical analysis of the results.</li> <li>4. Have knowledge of the risks of ionic radiation and its effects on biological tissues, know its use and have knowledge related to the current regulations regarding radiation, the necessary protection involved and dose reduction.</li> <li>5. Perform dental X-rays, interpret them, and have knowledge of other diagnostic techniques. Interpret extraoral radiographs and of modern methods including CT and MRI.</li> <li>6. Discuss the contribution of biopsy and the utility of other cellular tests in the differential diagnosis of diseases in the stomatognathic region.</li> <li>7. Discuss the contribution of microbiological tests in the differential diagnosis of diseases in the stomatognathic region.</li> <li>8. Discuss the contribution of haematological and biochemical tests in the differential diagnosis of diseases in the stomatognathic region.</li> <li>9. Apply the principles of diagnostic methodology and prognosis in dentistry.</li> <li>10. Apply the general principles of treatment planning and identify factors, which may change it.</li> <li>11. Apply Knowledge of the procedures and clinical diagnostic tests, to know their reliability , validity, and to be competent in interpreting the results.</li> <li>12. Discuss Physical foundation of ionic radiation and its effects. Radiologic protection.</li> <li>13. Have the capacity to manage clinical information.</li> <li>14. Intra and extraoral radiographies and diagnosis techniques in dentistry. Be able to analyze and interpret images</li> <li>15. Record the medical and dental history.</li> </ol>				

	16. Describe the methodology for performing clinical examination. 17. Perform extraoral and intraoral clinical examination. 18. Recognize physiologic conditions with their variations and differentiate them from the pathological clinical findings. 19. Recognize and describe clinical signs of the teeth and periodontium. 20. Recognize and describe clinical signs of oral mucosa.		
	21. Recognize and describe clinical signs of face, neck, and the temporomandibular joints. 22. Recognize the usual symptoms of the stomatognathic system. 23. Initiate the student into the Physiology of Occlusion. 24. Learn the terminology related to mandibular positions and movements. 25. Initiate the student into the concept, classification and use of articulators and facebows. 26. Discuss the various theories and the contemporary view concerning the aetiology of dental caries. 27. Explain the importance of oral environment t in cariogenesis. 28. Describe the embryologic origin and acquired morphology of enamel. 29. Discuss the importance of diet in cariogenesis. 30. Describe the histopathology of decay in the enamel, dentin, and cementum. 31. Recall the clinical manifestations of decay at the initial stage and at passive condition. 32. Describe the aetiology of cervical erosion and occlusal wear. 33. Recognize the classification of dental anomalies. 34. Discuss the aetiology, clinical view, radiographic image, differential diagnosis, and clinical importance of number, size, shape, structure and eruption anomalies of the teeth. 35. Describe the classification of tooth discolorations. 36. Discuss the aetiology, clinical and radiographic view, differential diagnosis, and clinical importance of tooth discolorations, which are caused by structural and quantitative alterations of hard dental tissues. 37. Discuss the aetiology, clinical and radiographic view, differential diagnosis, and clinical importance of tooth discolorations, which are caused by colouring of hard dental tissues. 38. Recognize the classification of resorption of dental tissues. 39. Explain the aetiology and pathogenesis of resorption of dental tissues. 40. Explain the clinical and radiographic view, aetiology and classification of tooth crown and root fractures. 41. Explain the aetiopathology of various genetic syndromes and oral, jaw and face dysplasias and the possible role of various microbiologic or pharmaceutical factors during embryogenesis. 42. Recognize the histological changes of the structures of oral mucosa, salivary glands, and jaws. 43. Explain the possible factors and mechanisms involved in the aetiopathology and oral manifestations of general / systematic diseases.		
Prerequisites	None	Corequisites	None

Course Content	<p>1. X-rays production and properties; X-rays beam; properties of the radiographic films; units of measurement and X-rays detection methods; protective shields; use and function of the dental and the panoramic radiographic apparatus; cephalometric radiography; radiographic imaging techniques (conventional and digital); radiography of the salivary glands; dark room techniques; methods of protection against ionising radiation; quality criteria of radiographic imaging; and first approach to the interpretation of radiographs. Special techniques. Interpretation of extraoral radiographs and modern imaging methods; additional laboratory tests; diagnosis and differential diagnosis; treatment planning; and forensic dentistry.</p> <p>2. Mandibular positions and movements. Facebows. Articulators.</p> <p>3. Developmental biology of teeth; histogenesis and differentiation of hard dental tissues; pathogenesis of developmental dental disturbances; classification of tooth malformations: abnormalities in tooth number and shape, and structural changes of dental tissues; tooth dysplasia and syndromes; post-developmental diseases of hard dental tissues; dental caries; erosion and abrasion; dental discolorations; external and internal root resorption; and tooth fractures.</p>
Teaching Methodology	Face-to-Face



Bibliography	<p>Whaites E. Essentials of dental radiography and radiology. Churchill Livingstone.</p> <p>Farman G. Panoramic radiology. Seminars on maxillofacial imaging and interpretation. Springer.</p> <p>Okeson. Dolor Orofacial según Bell. Quintessence.</p> <p>Joachim E. Zöller, Jörg Neugebauer, Cone-beam volumetric imaging in dental, oral and maxillofacial medicine: fundamentals, diagnostics and treatment planning Quintessence, 2008</p> <p>Miles, Dale A. Color atlas of cone beam volumetric imaging for dental applications. Hanover Park, IL :Quintessence Pub. 2008</p> <p>Ds X-Ray decision support for interpretation and clinical management of radiographic (CD).</p> <p>Fejerskov O, Kidd E. Dental Caries: The Disease and Its Clinical Management. London: Blackwell Munksgaard, 2008.</p> <p>Slootweg PJ. Dental Pathology. A Practical Introduction. Berlin: Springer, 2007.</p> <p>Schuurs A. Pathology of the Hard Dental Tissues. Berlin: Willey-Blackwell, 2012.</p> <p>Ongole R, Praveen BN. Textbook of Oral Medicine, Oral Diagnosis and Oral Radiology. New Delhi: Elsevier, 2010.</p> <p>Prabhu SR. Textbook of Oral Diagnosi. Oxford: Oxford University Press, 2007.</p> <p>Neville BW, Damm DD, Allen CM, Bouquot JE. Oral and Maxillofacial Pathology. St. Louis: Saunders Elsevier, 2009.</p> <p>Regezi JA, Sciubba JJ, Jordan RCK. Oral Pathology, Clinical Pathological Correlations. St. Louis: Saunders Elsevier, 2011.</p> <p>Scully C. Medical Problems in Dentistry. London: Elsevier Churchill Livingstone, 2010.</p> <p>Scully C. Oral and Maxillofacial Medicine: The Basis of Diagnosis and Treatment. London: Churchill Livingstone, 2008.</p>										
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Language	English										

Course Title	Basic Clinical Skills I				
Course Code	DEN316				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	3 <sup>rd</sup> Year / 5 <sup>th</sup> Semester				
Teacher's Name	Dr. Pantelas, D. Tziafas				
ECTS	26	Lectures / week	10 hrs / 14 weeks	Laboratories / week	24 hrs / 14 weeks
Course Purpose and Objectives	<p>To provide knowledge and skills as an introduction to core practices within clinical dentistry relevant to practice of school dental therapy &amp; dental hygiene.</p> <p>An introduction to modern Endodontology and detailed presentation of the structure and function of the dentin-pulp complex and periradicular tissues, their biological and clinical significance and pathobiology of teeth as a result of dental caries, physical and iatrogenic trauma and age.</p> <p>Provide students, step-by-step, all basic knowledge and clinical skills for the rehabilitation of dental occlusion and the subsequent maintenance of optimum oral health, good functioning and aesthetic appearance of patients using restorations on natural teeth and/or replacement of missing teeth as well as adjacent oral tissues with artificial prostheses.</p> <p>To provide students with basic knowledge on periodontal disease, its various manifestations as well as every other form of periodontal tissue damage, and diagnosis and treatment.</p> <p>The students will become familiar with the biologic basis of contemporary orthodontic treatment.</p> <p>To prepare students to perceive the possibilities of cooperation depending on patient's age and temperament, understand the mechanism of fear in order to manage more effectively children, adolescents, and people with disabilities, and plan and complete treatment.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Apply knowledge and understanding of the basic biological, medical, technical and clinical sciences in order to recognise the difference between normal and common pathological conditions relevant to clinical dental practice</li> <li>2. Locate and evaluate evidence in a critical and scientific manner to support professional practice and use information technology appropriately as an essential resource for modern oral health therapy / dental practice</li> <li>3. Understand the causes and factors that lead to common oral diseases or disorders to assist preventive action</li> <li>4. Recognize the basic properties, risks and benefits of dental materials and related tissue responses to able to in future make recommendations to patients about their oral health care.</li> </ol>				

	<p>5. Discuss the physiology of pulp and periapical tissues as well as the changes, which take place in pulp and dentin during aging or as the result of harmful factors.</p> <p>7. Discuss the need for fixed prosthodontic restorations.</p> <p>8. Describe the most common treatment options for fixed prosthodontic rehabilitation.</p> <p>9. Analyse the overall dental problems of the patient and relate them to the specific prosthetic needs.</p> <p>10. Describe basic laboratory stages for the fabrication of fixed prosthodontic works</p>		
	<p>11. Describe the periodontal tissues and the clinical and morphological characteristics of the physiologic and healthy periodontium.</p> <p>12. Discuss the aetiopathologic mechanisms of periodontal diseases.</p> <p>13. Explain the role of plaque and calculus in the aetiology of periodontal diseases.</p> <p>14. Classify periodontal diseases according to their pathological characteristics using contemporary terminology.</p> <p>15. Explain the epidemiology of periodontal diseases and the periodontal indices.</p> <p>16. Describe the physical, mental and psychological development of a child.</p> <p>17. Recognize the factors, which contribute to the development of a positive behaviour of a child in the dental clinic.</p> <p>18. Discuss the psychological techniques for developing positive behaviour at the dental clinic and the psychological methods for altering a negative attitude to a positive one.</p> <p>19. Explain the use of N2O for controlling the behaviour of children and adolescents at the dental clinic.</p> <p>20. Undertake the pharmacological management of children and adolescents at the dental clinic.</p> <p>21. Recognize the embryology and morphogenesis of the structures of the craniofacial complex.</p> <p>22. Describe the growth and development of the craniofacial complex.</p> <p>23. Discuss the development of the deciduous, mixed and permanent dentitions.</p> <p>24. Recognize and describe using the appropriate terminology the characteristics of normal occlusion as well as the various types of malocclusion.</p> <p>25. Determine the content of the dental specialty of Orthodontics with regard to the aetiology, diagnosis and treatment of malocclusion and dentofacial deformities.</p> <p>26. Compare the various concepts concerning the cellular basis of tooth movement and anchorage.</p>		
Prerequisites	Completion of Year 1 and 2 courses	Corequisites	None

Course Content	Weekly schedule		
	Disciplines:	Lectures (hours)	Lab/ Demo (hours)
	Operative Dentistry	1	4
	Endodontics	1	4
	Fixed Prosthodontics	1	4
	Removable Prosthodontics	1	4
	Periodontology	2	2
	Oral Surgery	2	2
	Oral Medicine	2	2
	<p>1. Dental terminology; Fundamental basis and maintenance of oral health; Fundamental basis of oral diseases including their causes, prevention and treatment such as Carious and non carious tooth loss and Periodontal diseases; The dental profession and the oral health team including: Communication, professionalism, ethics and patient confidentiality; The dental clinic and safe working environments including: Ergonomics, Personal Protective Equipment, Occupational Health and Safety and Cross-infection control; Dental procedures, dental records and record management including Instrument and introduction to instrumentation; Introduction to simple cavity preparations to build manual dexterity; Introduction to dental materials.</p> <p>2. History of Endodontology; endodontic terminology; the anatomic relationship of the dental pulp with hard dental tissues in respect to those involved in disease of endodontic origin; the physiology of the dentin-pulp complex and periapical tissues with emphasis on clinical applications; nerve supply of the pulp and periapical tissues; pain perception; essentials of dental tissue pathology with emphasis on connective tissue inflammation and repair; endodontic examination and diagnostic tests; principles and practice of dental radiology in respect to endodontic treatment; intraoral and extraoral radiographic images for endodontic diagnosis; introduction to non-surgical root canal treatment; morphology of the teeth and their root canal system; endodontic instruments and armamentarium; access cavity preparation; determination of the working length; cleaning and shaping of the root canal system.</p>		

	<p>3. Treatment planning; study casts; diagnostic waxing; fabrication of silicone matrix of the final treatment plan; dental preparations; fabrication of transitional restorations; final impressions; working casts; metal frame design, preparation and construction; porcelain construction; construction of cast intraradicular axes on natural endodontically treated teeth; colour selection for the restorations; optical behaviour of ceramic materials; kinesiology of the mandible; reference positions for prosthetic rehabilitation; vertical dimension.</p> <p>4. Introduction to Periodontology; normal vs. inflamed periodontal tissues; clinical signs of periodontal inflammation; the periodontal pocket - pathogenesis and classification; aetiopathogenesis of periodontal diseases; plaque and biofilm – the microbial factor; calculus and concrement; defence mechanisms - host-microbial interactions; iatrogenic factors; classification - development of periodontal diseases and conditions; gingival diseases; chronic periodontitis; progression of periodontal disease; and epidemiology of periodontal diseases - indices and prevalence.</p> <p>5. Mental development and psychological maturity of the child; theoretical approach to development; age characteristics and dental treatment; dental experience and the factors affecting it; the art of communication; anxiety and fear; temperament and parental models; the effect of the dentist and his/her environment; management of child's behaviour without pharmacological means; communication behavioural management with emotional approach; basic communication techniques; management of children with a strongly problematic behaviour; special techniques (with communication and / or restrictive approach); ethical and legal considerations as well as parental consent; pharmacological management of a child's behaviour; sedation; conscious sedation; general anaesthesia; treatment planning and completion; presentation of the treatment plan to parents; the presence of parents; and management of urgent situations.</p> <p>6. Rationale for orthodontic treatment; aetiology and classification of malocclusion; management of the developing dentition; and craniofacial growth, the cellular basis of tooth movement and anchorage.</p>
Teaching Methodology	Face-to-Face

Bibliography	<p>Manogue M, Patel S, Walker R. The Principles of Endodontics. Oxford: Oxford University Press, 2005.</p> <p>Torabinejad M, Walton R. Endodontics: Principles and Practice. Philadelphia: Saunders, 2008.</p> <p>Tronstad L. Clinical Endodontics. Berlin: Thieme, 2009.</p> <p>Bergenholtz G, Hørsted-Bindslev P, Reit C. Textbook of Endodontology. Oxford: Blackwell, 2012.</p> <p>Shillingburg HT, Sather DA, Wilson EL, Cain JR, Mitchell DL, Blanco LJ, Kessler JC. Fundamentals of Fixed Prosthodontics. Chicago: Quintessence, 2012.</p> <p>Rosenstiel SF, Land MF, Fujimoto J. Contemporary Fixed Prosthodontics. St. Louis: Elsevier Health Sciences, 2006.</p> <p>Karlsson S. A Textbook of Fixed Prosthodontics – The Scandinavian Approach. Stockholm: Gothia, 2000.</p>
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	<p>Karlsson S, Nilner K, Dahl BL. Prosthodontics, Crowns and Bridges. Stockholm: Gothia, 2000.</p> <p>Lindhe J, Lang NP, Karring T. Clinical Periodontology and Implant Dentistry. Oxford: Blackwell Munksaard, 2008.</p> <p>Wolf HF, Rateitschak-Pluss E, Rateitschak K, Hassell TM. Periodontology. Stuttgart: Thieme, 2004</p> <p>Mostofsky DI, Forgione AG, Giddon DB. Behavioral Dentistry. London: Blackwell Munksgaard, 2006.</p> <p>Andlaw RJ, Rock WP. A Manual of Paediatric Dentistry. London: Churchill Livingstone, 1997.</p> <p>Mitchel L. An Introduction to Orthodontics. Oxford: Oxford University Press, 2007.</p> <p>Proffit WR, Fields HW, Sarver DM. Contemporary Orthodontics. St. Louis: Mosby, 2012.</p>								
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Clinical Performance (10% by the clinical instructor at hospitals or practices and 20% out of the log book recordings by the course coordinator)	30%								
	100%								
Language	English								

Course Title	Digital Dentistry and Digital Planning				
Course Code	DEN317				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 6th semester				
Teacher's Name	Dr. Angelopoulos				
ECTS	4	Lectures / week	2 hrs / 14 weeks	Laboratories / week	4 hr / 14 weeks
Course Purpose and Objectives	<p>This course provides an efficient method for patient care as well as presents an innovative method for dental pre-clinical and clinical education. It also provides a comprehensive overview on how digital dental technology helps better diagnose and treat patients with various clinical needs, from restorative dentistry to implant therapy to orthodontics and beyond.</p> <p>In addition it provides a systematic approach to learn about incorporating digital impression systems and CAD/CAM technology into the dental practice. The focus of this program is to discuss the benefits and drawbacks of these digital technologies and how digital dentistry can be brought into the dental practice.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <p>Learn a decision-making process for choosing the appropriate diagnosis system and tools for the patient.</p> <p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"><li>1. Discuss available digital impression and CAD/CAM technologies</li><li>2. Understand how preparation design affects the fabrication of milled restorations</li><li>3. Plan and design CAD/CAM single-tooth restorations</li><li>4. Understand the materials available for chairside milled restorations</li><li>5. Learn a decision-making process for choosing the appropriate luting agent for ceramic restorations</li><li>6. Become familiar with workflows to implement CAD/CAM technologies into the practice.</li></ol>				
Prerequisites	None		Corequisites	None	
Course Content	<ol style="list-style-type: none"><li>1. Make digital impressions of prepared teeth</li><li>2. Scan, design and mill an all-ceramic restoration</li><li>3. Explore features of current digital systems</li><li>4. Solve problems that exist in dentistry, providing better results for the patient long term.</li></ol>				



Teaching Methodology	Face-to-Face										
Bibliography	<p><b>Clinical Applications of Digital Dental Technology</b> Radi Masri and Carl Driscoll ISBN: 978-1-118-65579-2015, Wiley-Blackwell</p> <p>Clinical Applications of Digital Dental Technology By Radi Masri, Carl Driscoll WILEYBlackwell 2015</p>										
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Participation	10%										
	100%										
Language	English										

Course Title	Basic Clinical Skills II				
Course Code	DEN318				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	3 <sup>rd</sup> Year / 6 <sup>th</sup> Semester				
Teacher's Name	Dr. Pantelas, D. Tziafas				
ECTS	26	Lectures / week	10 hrs / 14 weeks	Laboratories / week	22 hrs /14 weeks
Course Purpose and Objectives	<p>1.Knowledge of the pathogenesis of dental tissues lesions;</p> <p>2.Knowledge of methods of prevention and treatment;</p> <p>3.The ability to choose preventive or interventional methods and prepare them properly;</p> <p>4.The ability to plan and execute complex cavities and fill them with amalgam;</p> <p>5.The ability to plan and prepare cavities for inlay and onlay cast restorations;</p> <p>6.Knowledge of the physical, chemical and biological properties of restorative materials and the Ability to select the appropriate material for each case;</p> <p>7.The ability to manage dental substrate and pulpodentinal complex's reactions, describe the various types of pulp protection materials, select the appropriate for each case and place them correctly.</p> <p>8.Knowledge of clinical skills for the rehabilitation of dental occlusion and the subsequent maintenance of optimum oral health, good functioning and aesthetic appearance of patients using restorations on natural teeth and/or replacement of missing teeth as well as adjacent oral tissues with.</p> <p>9.Knowledge using pulp protection and modern restorative materials, as well as, managing the dental substrate, using preparation tools and preparing cavities based on biological principles, approaching and communicating with the patient, history taking, examining, planning treatment and executing it successfully, and solving simple and complex restorative problems based on anatomy, physiology, function and aesthetics of the dental tissues.</p> <p>10. Ability recognizing and using the instruments for extractions and minor oral surgery, before their involvement in clinical practice.</p>				

Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a skill in applying rubber dam and a basic manual dexterity skill for cavity</li> <li>2. preparations with a strong foundation in concepts of cavity preparations.</li> <li>3. Employ a critically reflective approach to practice which involves learning from experience .</li> <li>4. Manage and maintain a safe working environment; participate in the systems approach to quality health care and safety, and appreciate the need to adopt health care strategies that maximize patient as well as operator health and safety</li> <li>5. Demonstrate developing knowledge and skills to work productively in your role in the dental team and display appropriate professional behaviour towards other team members. Recognize the need for fixed prosthodontic restorations.</li> <li>6. Identify the most common treatment options for fixed prosthodontic rehabilitation.</li> <li>7. Analyse the overall dental problems of the patient and relate them to the specific prosthetic needs.</li> <li>8. Describe the basic laboratory stages for the fabrication of fixed prosthodontic works.</li> <li>9. Describe the physiology of the edentulous mouth.</li> <li>10. Explain the utility of complete dentures in restoring the edentulous mouth.</li> <li>11. Discuss the basic technical and clinical requirements for restoring the edentulous mouth by means of complete dentures.</li> <li>12. Classify the indications and contraindications for endodontic treatment.</li> <li>13. Explain the morphology of the teeth and their root canal system. Practice Dental Radiology in relation to endodontic treatment.</li> <li>14. Utilize other intraoral and extraoral radiographic images for endodontic diagnosis.</li> <li>15. Describe the basic principles and stages of non-surgical root canal treatment</li> <li>16. Describe all endodontic instruments and armamentarium as well as with their utility.</li> <li>17. Provide students, step-by-step, all basic knowledge and clinical skills that will render them able to undertake the construction of complete and partial dentures in clinical practice.</li> </ol>
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18. Provide students, step-by-step, all basic knowledge and clinical skills for the rehabilitation of dental occlusion and the subsequent maintenance of optimum oral health, good functioning and aesthetic appearance of patients using restorations on natural teeth and/or replacement of missing teeth as well as adjacent oral tissues with artificial prostheses.
19. Describe the physiology of the partially edentulous mouth.
20. Explain the utility of removable partial dentures (RPD) in restoring the partially edentulous mouth.
21. Discuss the basic technical and clinical requirements for restoring the partially edentulous mouth by means of RPD.
22. Identify the need for fixed prosthodontic restorations.
23. Analyze the most common treatment options for fixed prosthodontic rehabilitation.
24. Analyse the overall dental problems of the patient and relate them to the specific prosthetic needs.
25. Describe the basic laboratory stages for the fabrication of fixed prosthodontic works.
26. Discuss the microbiology of endodontic diseases.
27. Perform in extracted teeth the traditional techniques of chemomechanical preparation and obturation of the root canal system.
28. Use in extracted teeth and in a competent manner the classical endodontic instrumentation.
29. Describe the basic principles of Surgery.
30. Have a theoretical background concerning all tooth extraction techniques.
31. List the most common complications associated with tooth extractions.
32. Describe the periodontal diseases caused by general health conditions.
33. Identify the necrotic periodontal conditions.
34. Explain the endodontic - periodontal problems.
34. Perform comprehensive clinical and radiographic examination of patients with periodontal problems.
35. Recognize all instrumentations and tools used in periodontal treatment.
36. Perform removal of supragingival soft and hard deposits.
37. Describe the growth and development of the child.
38. Discuss the development of the dentition and the eruption of teeth.
39. Perform a comprehensive examination of the child.
40. Perform prevention and treatment of dental caries in children and adolescents with good cooperation.
41. Perform prevention and treatment of endodontic problems in children and adolescents with good cooperation.
42. Apply the basic principles of four-hand Dentistry working both as dentist and as dental assistant.

Prerequisites	DEN316	Corequisites	None
Course Content	Weekly schedule		
	Disciplines:	Lectures (hours)	Lab/ Demo (hours)
	Operative Dentistry	1	4
	Endodontics	1	4
	Fixed Prosthodontics	1	4
	Removable Prosthodontics	1	4
	Periodontology	2	2
	Oral Surgery	2	2
	Oral Medicine	2	2
	<p>1. Planning, preparation and tooth restorations (complex) with a variety of materials; design and preparation of inlay and onlay cast restorations; restorative materials (alloys, pulp protection materials, bases and linings): composition, physical, chemical, biological properties of materials, environmental effects, and selection criteria.</p>		

2. Treatment planning; study casts; diagnostic waxing; fabrication of silicone matrix of the final treatment plan; dental preparations; fabrication of transitional restorations; final impressions; working casts; metal frame design, preparation and construction; porcelain construction; construction of cast intraradicular axes on natural endodontically treated teeth; colour selection for the restorations; optical behaviour of ceramic materials; kinesiology of the mandible; reference positions for prosthetic rehabilitation; vertical dimension; and aesthetics arrangements.
3. Study casts; diagnostic waxing; fabrication of silicone matrix of the final treatment plan; dental preparations; fabrication of transitional restorations; final impressions; working casts; metal frame design, preparation and construction; porcelain construction; construction of cast intraradicular axes on natural endodontically treated teeth; colour selection for the restorations; optical behaviour of ceramic materials; kinesiology of the mandible; reference positions for prosthetic rehabilitation; vertical dimension; and aesthetics arrangements.
4. The partially edentulous mouth: Treatment options; Kennedy classification; the RPD: support, stability, retention (direct and indirect) and appearance; RPD parts: rest seats, connectors, retainers, indirect retainers, bases; RPD design: cast surveying, path of insertion, elements of tooth support, elements of tissue support, occlusal considerations, metal framework fabrication; and RPD fabrication.
5. Introduction to Removable Prosthodontics; materials for the fabrication of removable prostheses; the edentulous mouth: anatomy and physiology of the denture bearing tissues; principles of complete dentures: support, stability, retention, appearance; impression procedures for the edentulous mouth; maxillomandibular relationships: plane of occlusion, vertical dimension of occlusion, centric relation; artificial tooth set-up; laboratory procedures for denture processing.
6. Microbiology of endodontic disease; biological principles of preparation, irrigation and disinfection of the root canal system; traditional techniques of chemomechanical preparation and obturation of the root canal system; interappointment dressing; irrigants and intracanal medicaments; root canal filling materials; mechanical instrumentation of root canals; obturation of root canal with warm gutta-percha techniques.
7. Medical history; asepsis; antisepsis; instruments; extraction techniques; bone structures and bone formation; healing of alveoli after extractions; and extraction complications.

	<p>8. Periodontal disease affected by general health conditions; necrotic periodontal conditions; abscesses; endodontic - periodontal problems; clinical examination of the patient with periodontal problems; radiographic examination; clinical periodontal records; aims and phases of periodontal treatment; medical history evaluation and of the clinical, radiographic and microbiological findings; Periodontal therapy instruments (hand instruments, ultrasounds, air- scaler, lasers, surgical instrumentation); the initial periodontal treatment; plaque control / oral hygiene through the patient; plaque control / oral hygiene through the dentist; removal of supragingival soft and hard deposits; use of antimicrobial agents for plaque control. estimation of risk, treatment plan, risk management and control of inflammation; surgical vs. non-surgical periodontal treatment; non-surgical treatment; scaling vs. curettage and result assessment; chronic vs. aggressive periodontitis: disease management; use of systemic and / or locally applied antimicrobial agents in periodontal therapy; use of Lasers; re-evaluation, periodontal maintenance - the time after active treatment; and periimplantitis: a new clinical entity - aetiology, prevention, and diagnostic procedures.</p> <p>9. Growth and development of the child; teeth development and eruption; examination - diagnosis - treatment plan; pathogenesis and treatment of diseases of the hard dental tissues and the periodontal tissues in the deciduous dentition and during adolescence; prevention and treatment of dental caries in the deciduous, mixed and permanent dentition in children and adolescents (caries control, fillings, stainless steel crowns, extractions); prevention and treatment of endodontic problems in deciduous and permanent teeth in children and adolescents; four hands dentistry; and organization and ergonomic guidelines for the paediatric dental practice.</p>
Teaching Methodology	Face-to-Face
Bibliography	<p>Zarb G, Hobkirk JA, Eckert SE, Jacob RF. Prosthodontic Treatment for Complete Dentures and Implant-Supported Prostheses. St. Louis: Elsevier Mosby Saunders, 2012.</p> <p>Manogue M, Patel S, Walker R. The Principles of Endodontics. Oxford: Oxford 2005.</p> <p>Torabinejad M, Walton R. Endodontics: Principles and Practice. Philadelphia: Saunders, 2008.</p> <p>Tronstand L. Clinical Endodontics. Berlin: Thieme, 2009.</p> <p>Bergenholtz G, Hørsted-Bindslev P, Reit C. Textbook of Endodontology. Oxford: Blackwell, 2012.</p> <p>Rosenstiel SF, Land MF, Fujimoto J. Contemporary Fixed Prosthodontics. St. Sciences, 2006.</p> <p>Shillingburg HT, Sather DA, Wilson EL, Cain JR, Mitchell DL, Blanco LJ, Kessler of Fixed Prosthodontics. Chicago: Quintessence, 2012.</p> <p>Rosenstiel SF, Land MF, Fujimoto J. Contemporary Fixed Prosthodontics. St. Sciences, 2006.</p> <p>Karlsson S. A Textbook of Fixed Prosthodontics – The Scandinavian Approach. 2000.</p> <p>Karlsson S, Nilner K, Dahl BL. Prosthodontics, Crowns and Bridges. Stockholm: Gothia, 2000.</p>

	<p>Carr AB, Brown DT. McCracken's Removable Partial Prosthodontics. St. 2010.</p> <p>Phoenix RD, Cagna DR, DeFreest CF. Stewart's Clinical Removable Partial Chicago: Quintessence, 2008</p> <p>Meechan JG. Minor Oral Surgery in Dental Practice. Chicago: Quintessence, 2006.</p> <p>Koerner KR. Manual of Minor Oral Surgery for the General Dentist. London: 2008.</p> <p>Sailer HF, Pajarola GF. Oral Surgery for the General Dentist. Stuttgart: Thieme, 1998.</p> <p>Lindhe J, Lang NP, Karring T. Clinical Periodontology and Implant Munksaard, 2008.</p> <p>Wolf HF, Rateitschak-Pluss E, Rateitschak K, Hassell TM. Periodontology. Stuttgart: Thieme, 2004.</p> <p>Mostofsky DI, Forgione AG, Giddon DB. Behavioral Dentistry. London: Blackwell Munksgaard, 2006.</p> <p>Andlaw RJ, Rock WP. A Manual of Paediatric Dentistry. London: Churchill Livingstone, 1997.</p>								
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Mid Term	30%								
Final	40%								
Clinical Performance (10% by the clinical instructor at hospitals or practices and 20% out of the log book recordings by the course coordinator	30%								
	100%								
Language	English								



Course Title	Basic Immunology				
Course Code	DEN319				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	3 <sup>rd</sup> Year / 6 <sup>th</sup> Semester				
Teacher's Name	Anastasios Stefanou , Ioannis Patrikios				
ECTS	4	Lectures / week	4 hrs	Laboratories / week	0 hrs
Course Purpose and Objectives	The purpose and objectives of this course is the provision of general and fundamental knowledge in basic immunology principles to students and to familiarize students with the multiple roles and function of immune system and its consisting cells and the relation of how this leads to diseases. Basic topics will be covered such as the description of cells and organs of the immune system; the innate immune system including humoral mechanisms: cytokines & complement; an overview of the adaptive immune system including antigen processing & presentation; the activation and regulation of innate and adaptive immunity including cellular mechanisms & receptor, immunization principles and defense mechanisms of the human host. Hypersensitivity and autoimmunity reactions will be explained, including tumor immunology and immunodeficiency. The course will cover also the subject of vaccination and the new types of vaccines.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"><li>• Discuss the fundamentals and history of Immunology</li><li>• Know the basic components of the immune system</li><li>• Understand its function in health and disease (immune deficiencies, immunity and infection, autoimmunity, hypersensitivity disease, tumor immunology , transplantation, immunotherapy )</li><li>• Outline the principles of vaccinations and the mechanism of protection from infection</li><li>• Describe the various tests and laboratory techniques used in clinical diagnostics</li></ul>				
Prerequisites	None		Co-requisites	None	
Course Content	<b>Description:</b> <ul style="list-style-type: none"><li>• Fundamentals of Immunology, a historical perspective</li><li>• Techniques for immunological diagnosis and interpretation of results.</li></ul>				

	<ul style="list-style-type: none"> <li>• The innate immune system including humoral mechanisms: cytokines &amp; complement</li> <li>• An overview of the adaptive immune system including antigen processing &amp; presentation &amp; antibody diversity.</li> <li>• The activation and regulation of innate and adaptive immunity including cellular mechanisms &amp; receptors</li> <li>• Cell co-operation and effectors' mechanisms including immune evasion and principles governing vaccination</li> <li>• Antibody structure and interaction with antigens; The molecular basis of antigen specificity ;</li> <li>• Self/non-self-discrimination and disorders of the immune system;</li> <li>• Immunization principles; Vaccinations</li> </ul>										
Teaching Methodology	Face-to-face										
Bibliography	<p><b>Basic Immunology Updated Edition: Functions and Disorders of the Immune System</b> . Abu K. Abbas MBBS , Andrew H. H. Lichtman ; With STUDENT CONSULT Online Access, 4e (Basic Immunology: Functions and Disorders of the Immune System) Saunders; 4edition (February 12, 2010). ISBN-10: 141605569X, ISBN-13: 978-1416055693.</p> <p><b>Immunology.</b> Thao Doan, Roger Melvold , Susan Viselli, Carl Waltenbaugh 2<sup>nd</sup> Edition. : Wolters Kluwer- Lippincott Williams and Wilkins,2013, ISBN 987654321</p> <p><b>USMLE Step 1, Immunology and Microbiology Lecture notes.</b> Kim Moscatello et al .Kaplan Inc 2013</p>										
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Mid Term	30%										
Final	40%										
Lab report / oral presentation	20%										
Participation	10%										
	100%										
Language	English										

Course Title	Clinic of Comprehensive Adult Patient Care I (including Operative Dentistry, Endodontics, Prosthodontics, Periodontology, Oral Surgery, Oral Medicine and Anesthesiology)				
Course Code	DEN420				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	4 <sup>th</sup> Year / 8 <sup>th</sup> semester				
Teacher's Name	Clinical Collaborator at the site of training				
ECTS	24	Lectures / week	8 hrs / 14 weeks	Laboratories / week	24 hrs / 14 weeks
Course Purpose and Objectives	<b>Objective:</b> To make students competent in recognizing and diagnosing the problems and needs of the dental patient, producing a problem list according to the treatment priorities, and formulating a realistic individualized treatment plan, which will be materialized in the most optimum way in reference to clinical outcome, duration of treatment and patient's discomfort.				

Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Practice the various clinical aspects of the different dental disciplines and specialties.</li> <li>2. Perform the initial differential diagnosis and afterwards the final diagnosis of the dental problems of the patient.</li> <li>3. Perform comprehensive radiological examination and radiographic evaluation.</li> <li>4. Manage efficiently emergency dental problems.</li> <li>5. Prioritise the problems of the patient.</li> <li>6. Realize the need and importance of cooperation between the various dental disciplines and specialties in order to successfully manage a dental problem.</li> <li>7. Become experienced in formulating alternate treatment plans.</li> <li>8. Become knowledgeable and experienced in producing the final treatment plan, which satisfies the needs of the specific patient in a realistic manner.</li> <li>9. Acquire the necessary clinical experience so that the treatment plan can be materialized in an optimum manner with regard to timing, cost and clinical conditions.</li> <li>10. Learn and improve as much as possible the ergonomic conditions in practicing contemporary Dentistry.</li> <li>11. Become experienced in evaluating, selecting, using and applying the available and provided materials, means and devices.</li> <li>12. Realize the special importance of the therapeutic dental management of patients with general diseases and to develop skills in communicating with other medical specialists.</li> <li>13. Understand the special importance of patients' recall after termination of dental treatment.</li> <li>14. Become familiar with the qualitative methods and parameters, which evaluate treatment outcome for each dental work.</li> <li>15. Design, plan and perform individualized preventive dental schemes for efficient oral hygiene.</li> <li>16. Acquire all necessary information and experience for operating an efficient, productive and professional dental clinic.</li> <li>17. Perform simple teeth extractions.</li> <li>18. Perform multiple teeth extractions.</li> <li>19. Perform surgical extractions of teeth and their roots.</li> <li>20. Perform teeth extractions in patients with systemic or special health problems.</li> </ol>
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	<p>21. Practice the various clinical aspects of the different dental disciplines and specialties.</p> <p>22. Perform the initial differential diagnosis and afterwards the final diagnosis of the dental problems of the patient.</p> <p>23. Perform comprehensive radiological examination and radiographic evaluation.</p> <p>24. Manage efficiently emergency dental problems.</p> <p>25. Prioritise the problems of the patient.</p> <p>26. Realize the need and importance of cooperation between the various dental disciplines and specialties in order to successfully manage a dental problem.</p> <p>27. Become experienced in formulating alternate treatment plans.</p> <p>28. Become knowledgeable and experienced in producing the final treatment plan, which satisfies the needs of the specific patient in a realistic manner.</p> <p>29. Acquire the necessary clinical experience so that the treatment plan can be materialized in an optimum manner with regard to timing, cost and clinical conditions.</p> <p>30. Learn and improve as much as possible the ergonomic conditions in practicing contemporary Dentistry.</p> <p>31. Become experienced in evaluating, selecting, using and applying the available and provided materials, means and devices.</p> <p>32. Realize the special importance of the therapeutic dental management of patients with general diseases and to develop skills in communicating with other medical specialists.</p> <p>33. Understand the special importance of patients' recall after termination of dental treatment.</p> <p>34. Become familiar with the qualitative methods and parameters, which evaluate treatment outcome for each dental work.</p> <p>35. Design, plan and perform individualized preventive dental schemes for efficient oral hygiene.</p> <p>36. Acquire all necessary information and experience for operating an efficient, productive and professional dental clinic.</p> <p>37. Perform simple teeth extractions.</p> <p>38. Perform multiple teeth extractions.</p> <p>39. Perform surgical extractions of teeth and their roots.</p> <p>40. Perform teeth extractions in patients with systemic or special health problems.</p>		
Prerequisites	Completion of Year 1, 2 and 3 courses	Corequisites	None

Course Content	Weekly schedule										
	Disciplines:	Lectures (hours)	Clinical (hours)								
	Operative Dentistry	1	6								
	Endodontics	1	4								
	Fixed and Removable Prosthodontics	1	6								
	Periodontology	1	4								
	Oral Surgery	1	2								
	Oral Medicine	2	2								
	Anesthesiology	1	0								
Teaching Methodology	Face-to-Face										
Bibliography	Manogue M, Patel S, Walker R. The Principles of Endodontics. Oxford: Oxford University Press, 2005.										
	Torabinejad M, Walton R. Endodontics: Principles and Practice. Philadelphia: Saunders, 2008. Tronstand L. Clinical Endodontics. Berlin: Thieme, 2009.										
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	100%										
Language	English										

Course Title	Clinic of Comprehensive Pediatric Patient Care I (including Pediatric Dentistry and Orthodontics)				
Course Code	DEN421				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	4 <sup>th</sup> Year / 7 <sup>th</sup> Semester				
Teacher's Name	Dr. Tolidis				
ECTS	4	Lectures / week	2 Hrs/ 14 weeks	Laboratories / week	4 Hrs/ 14 weeks
Course Purpose and Objectives	To educate students in order to perform an examination, reach a diagnosis and plan treatment for oral hard and soft tissue problems in children and adolescents, apply an individualized prevention program in children and adolescents according to their needs; provide dental treatment in cooperative children of school age and adolescents, and recognize concerning the basic characteristics children with medical problems and disabilities.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Restore dental problems using appropriate psychological techniques for facilitating good cooperation with the child.</li> <li>2. Clinically manage dental caries in all dentitions.</li> <li>3. Recognize high caries activity in infancy and early childhood and to provide the appropriate preventive, interceptive or therapeutic management per case.</li> <li>4. Discuss the effect of dental trauma of deciduous teeth to the permanent teeth.</li> <li>5. Provide treatment to a child with traumatized teeth.</li> <li>6. Plan the management of dental problems in children or adolescents with special general health problems.</li> </ol>				
Prerequisites	Completion of Year 1, 2 and 3 courses	Corequisites		None	

Course Content	<p>Weekly schedule</p> <table><tr><td>Pediatric Dentistry</td><td>lectures 1</td><td>clinical 2</td></tr><tr><td>Orthodontics</td><td>lectures 1</td><td>clinical 2</td></tr></table> <p>1. Current concepts in psychological techniques for the control of potentially uncooperative behaviour in children;</p> <p>2. Caries during deciduous and mixed dentitions and their treatment;</p> <p>3. High caries activity in infancy and early childhood;</p> <p>4. Sealants and fillings;</p> <p>5. Periodontal diseases in children and adolescents;</p> <p>6. Trauma in deciduous teeth and its influence in the permanent teeth;</p> <p>7. Treatment of complications related to traumatized teeth and periodontium;</p> <p>8. Special needs patients; planning a dental clinic for people with disabilities;</p> <p>9. Dental treatment of people with mental retardation;</p> <p>10. Dental treatment for people with motor disabilities;</p> <p>11. Dental treatment of children and adolescents with cleft lip and palate;</p> <p>12. Dental treatment of children and adolescents with oncology problems.</p>	Pediatric Dentistry	lectures 1	clinical 2	Orthodontics	lectures 1	clinical 2		
Pediatric Dentistry	lectures 1	clinical 2							
Orthodontics	lectures 1	clinical 2							
Teaching Methodology	Face-to-Face								
Bibliography	<p>Dean JA, Avery DR, McDonald RE. McDonald and Avery Dentistry for the Child and Adolescent. St. Louis: Elsevier Mosby, 2011.</p> <p>Splieth CH. Revolutions in Pediatric Dentistry. Chicago: Quintessence, 2011.</p> <p>Koch G, Poulsen S. Pediatric Dentistry: A Clinical Approach. London: Wiley Blackwell, 2009. Cameron AC, Widmer RP. Handbook of Pediatric Dentistry. St. Louis: Mosby, 2008.</p>								
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Language	English								



Course Title	Critical Appraisal of the Literature I				
Course Code	DEN422				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	4 <sup>th</sup> Year / 7 <sup>th</sup> semester				
Teacher's Name	Dr. Kolokitha				
ECTS	1	Lectures / week	1 hrs / 14 weeks	Laboratories / week	0 hr/ 14 weeks
Course Purpose and Objectives	Critical appraisal is the process of carefully and systematically examining research to judge its trustworthiness, and its value and relevance in a particular context.				
Learning Outcomes	Upon successful completion of this course students should be able to:  1. combat information overload; 2. Identify papers that are clinically relevant 3. critical appraisal is a requirement for the evidence based medicine component of many membership exams.				
Prerequisites	None		Corequisites	None	
Course Content	1. Location and selection of studies 2. Study design 3. Randomised Controlled Trials 4. Systematic reviews				
Teaching Methodology	Face-to-Face				

Bibliography	<p>Barton B and Peat J Medical statistics a guide to SPSS, data analysis, and critical appraisal (2nd ed.) Blackwell, 2014. Shelfmark: WA 950 PEA</p> <p>Crombie I The pocket guide to critical appraisal a handbook for health care professionals BMJ, 1996. Shelfmark: WA 950 CRO</p> <p>DiCenso A Evidence based nursing: a guide to clinical practice Elsevier Mosby, 2005. Shelfmark: WA 950 DIC</p> <p>Egger M, Smith GD, Altman DG Systematic reviews in health care: meta-analysis in context BMJ Books, 2001 This is a popular introduction to the science of reviewing biomedical research. It contains chapters devoted to performing and appraising systematic reviews, and the application of systematic reviews in clinical guidelines development. Shelfmark: WA 950 EGG</p> <p>Gehlbach S Interpreting the medical literature McGraw-Hill, Medical Pub. Division, 2006. Shelfmark: GLOBAL HEALTH HV7 GEH</p> <p>Gosall NK and Gosall GS The doctor's guide to critical appraisal (4th ed) PasTest, 2015. Shelfmark: WA 950 GOS</p> <p>Greenhalgh T How to read a paper (5th ed) BMJ Books, 2014. This is a clear and comprehensive introduction to the usefulness and potential applications of evidence based medicine in the clinical setting. It gives guidance on how to find a research paper, assess it, and put the findings into practice. Shelfmark: WA 950 GRE</p> <p>Guyatt G, Rennie D (Eds) Users' guides to the medical literature. A manual for evidence- based clinical practice (3rd ed) McGraw Hill Education, 2015. This is a comprehensive guide to evidence-based practice, containing case scenarios and clinical examples of evidence- based practice, how to search for the best evidence, and how to apply it to your clinical practice. Shelfmark: WA 950 GUY</p> <p>Hamer S Achieving evidence-based practice a handbook for practitioners (2nd ed) Baillière Tindall Elsevier, 2005. Shelfmark: WA 950 HAM</p> <p>Hewitt-Taylor, J Clinical guidelines and care protocols Whurr, 2006. Shelfmark: WA950 HEW</p> <p>LoBiondo-Wood, Geri Nursing research methods and critical appraisal for evidence-based practice (8th ed) Mosby, 2014. Shelfmark: WY 30 LOB</p> <p>Meates M, Duperrex O, Gilbert R, Logan S Practising evidence-based child health Radcliffe Medical Press, 2000. This manual outlines a course for clinicians on how to practise evidence-based child health, including guidance on critical appraisal of the evidence. Shelfmark: WA 950 STR</p>
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Assessment	<table> <tr> <td>Mid Term</td><td>30%</td></tr> <tr> <td>Final</td><td>40%</td></tr> <tr> <td>Lab report / oral presentation</td><td>20%</td></tr> <tr> <td>Participation</td><td>10%</td></tr> <tr> <td></td><td>100%</td></tr> </table>	Mid Term	30%	Final	40%	Lab report / oral presentation	20%	Participation	10%		100%
Mid Term	30%										
Final	40%										
Lab report / oral presentation	20%										
Participation	10%										
	100%										
Language	English										

Course Title	Clinic of Comprehensive Adult Patient Care II  (including Operative Dentistry, Endodontics, Prosthodontics, Periodontology, Oral Surgery, Oral Medicine and Anesthesiology)				
Course Code	DEN423				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	4 <sup>th</sup> Year / 8 <sup>th</sup> semester				
Teacher's Name	Clinical Collaborator at the site of training				
ECTS	14	Lectures / week	12 hrs / 14 weeks	Laboratories / week	7 hrs/ 14 weeks
Course Purpose and Objectives	To make students competent in (a) recognizing and diagnosing the problems and needs of the dental patient, (b) producing a problem list according to the treatment priorities, and (c) formulating a realistic individualized treatment plan, which will be materialized in the most optimum way in reference to clinical outcome, duration of treatment and patient's discomfort.				

Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Practice the various clinical aspects of the different dental disciplines and specialties.</li> <li>2. Perform the initial differential diagnosis and afterwards the final diagnosis of the dental problems of the patient.</li> <li>3. Perform comprehensive radiological examination and radiographic evaluation.</li> <li>4. Manage efficiently emergency dental problems.</li> <li>5. Prioritise the problems of the patient.</li> <li>6. Realize the need and importance of cooperation between the various dental disciplines and specialties in order to successfully manage a dental problem.</li> <li>7. Become experienced in formulating alternate treatment plans.</li> <li>8. Become knowledgeable and experienced in producing the final treatment plan, which satisfies the needs of the specific patient in a realistic manner.</li> <li>9. Acquire the necessary clinical experience so that the treatment plan can be materialized in an optimum manner with regard to timing, cost and clinical conditions.</li> <li>10. Learn and improve as much as possible the ergonomic conditions in practicing contemporary Dentistry.</li> <li>11. Become experienced in evaluating, selecting, using and applying the available and provided materials, means and devices.</li> <li>12. Realize the special importance of the therapeutic dental management of patients with general diseases and to develop skills in communicating with other medical specialists.</li> <li>13. Understand the special importance of patients' recall after termination of dental treatment.</li> <li>14. Become familiar with the qualitative methods and parameters, which evaluate treatment outcome for each dental work.</li> <li>15. Design, plan and perform individualized preventive dental schemes for efficient oral hygiene.</li> <li>16. Acquire all necessary information and experience for operating an efficient, productive and professional dental clinic.</li> <li>17. Surgical flaps and intraoral incisions; surgical tooth and root extractions; surgical treatment of impacted teeth (extractions, exposures); management of oroantral communication; evolution, diagnosis and treatment of odontogenic inflammation cases; treatment of pre-prosthetic surgical cases including management of intraoral soft tissues; surgical management of patients with systemic problems, bleeding disorders and patients under chronic pharmaceutical therapy.</li> </ol>		
Prerequisites	DEN420	Corequisites	None

Course Content	Weekly schedule										
	Disciplines:	Lectures (hours)	Clinical (hours)								
	Operative Dentistry	1	6								
	Endodontics	1	4								
	Fixed and Removable Prosthodontics	1	6								
	Periodontology	1	4								
	Oral Surgery	1	2								
	Oral Medicine	2	2								
	Anesthesiology	1	0								
Teaching Methodology	Face-to-Face										
Bibliography	<p>Manogue M, Patel S, Walker R. The Principles of Endodontics. Oxford: Oxford University Press, 2005.</p> <p>Torabinejad M, Walton R. Endodontics: Principles and Practice. Philadelphia: Saunders, 2008. Tronstand L. Clinical Endodontics. Berlin: Thieme, 2009.</p> <p>Bergenholtz G, Hørsted-Bindslev P, Reit C. Textbook of Endodontology. Oxford: Blackwell, 2012.</p> <p>Shillingburg HT, Sather DA, Wilson EL, Cain JR, Mitchell DL, Blanco LJ, Kessler JC. Fundamentals of Fixed Prosthodontics. Chicago: Quintessence, 2012.</p> <p>Rosenstiel SF, Land MF, Fujimoto J. Contemporary Fixed Prosthodontics. St. Louis: Elsevier Health Sciences, 2006.</p> <p>Karlsson S. A Textbook of Fixed Prosthodontics – The Scandinavian Approach. Stockholm: Gothia, 2000.</p> <p>Karlsson S, Nilner K, Dahl BL. Prosthodontics, Crowns and Bridges. Stockholm: Gothia, 2000.</p> <p>Lindhe J, Lang NP, Karring T. Clinical Periodontology and Implant Dentistry. Oxford: Blackwell Munksaard, 2008.</p> <p>Wolf HF, Rateitschak–Pluss E, Rateitschak K, Hassell TM. Periodontology. Stuttgart: Thieme, 2004 Mostofsky DI, Forgione AG, Giddon DB. Behavioral Dentistry. London: Blackwell Munksgaard, 2006.</p>										
Assessment	<table><tr><td>Mid Term</td><td>30%</td></tr><tr><td>Final</td><td>40%</td></tr><tr><td>Clinical Performance (10% by the clinical instructor at hospitals or practices and 20% out of the log book recordings by the course coordinator)</td><td>30%</td></tr><tr><td></td><td>100%</td></tr></table>	Mid Term	30%	Final	40%	Clinical Performance (10% by the clinical instructor at hospitals or practices and 20% out of the log book recordings by the course coordinator)	30%		100%		
Mid Term	30%										
Final	40%										
Clinical Performance (10% by the clinical instructor at hospitals or practices and 20% out of the log book recordings by the course coordinator)	30%										
	100%										
Language	English										

Course Title	Clinic of Comprehensive Pediatric Patient Care II (including Pediatric Dentistry and Orthodontics)				
Course Code	DEN424				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	4 <sup>th</sup> Year / 8 <sup>th</sup> semester				
Teacher's Name	Dr. Tolides				
ECTS	4	Lectures / week	2 Hrs/ 14 weeks	Laboratories / week	4 Hrs/ 14 weeks
Course Purpose and Objectives	To educate students in order to (a) perform an examination, reach a diagnosis and plan treatment for oral hard and soft tissue problems in children and adolescents, (b) apply an individualized prevention program in children and adolescents according to their needs; (c) provide dental treatment in cooperative children of school age and adolescents, and (d) recognize concerning the basic characteristics children with medical problems and disabilities.				
Learning Outcomes	Upon successful completion of this course students should be able to:  1. Restore dental problems using appropriate psychological techniques for facilitating good cooperation with the child. 2. Clinically manage dental caries in all dentitions. 3. Recognize high caries activity in infancy and early childhood and to provide the appropriate preventive, interceptive or therapeutic management per case. 4. Discuss the effect of dental trauma of deciduous teeth to the permanent teeth. 5. Provide treatment to a child with traumatized teeth. 6. Plan the management of dental problems in children or adolescents with special general health problems.				
Prerequisites	DEN421		Corequisites	None	
Course Content	Weekly schedule Pediatric Dentistry    lectures 1    clinical 2 Orthodontics    lectures 1    clinical 2  1. Current concepts in psychological techniques for the control of potentially uncooperative behaviour in children; 2. Caries during deciduous and mixed dentitions and their treatment; 3. High caries activity in infancy and early childhood; 4. Sealants and fillings; 5. Periodontal diseases in children and adolescents; 6. Trauma in deciduous teeth and its influence in the permanent teeth; 7. Treatment of complications related to traumatized teeth and periodontium; 8. Special needs patients; planning a dental clinic for people with disabilities; 9. Dental treatment of people with mental retardation; 10. Dental treatment for people with motor disabilities; 11. Dental treatment of children and adolescents with cleft lip and palate; 12. Dental treatment of children and adolescents with oncology problems.				

Teaching Methodology	Face-to-Face											
Bibliography	Dean JA, Avery DR, McDonald RE.McDonald Adolescent and Avery Dentistry for the Child and St. Louis: Elsevier Mosby, 2011											
Assessment		<table><tr><td>Mid Term</td><td>30%</td></tr><tr><td>Final</td><td>40%</td></tr><tr><td>Clinical Performance (10% by the clinical instructor at hospitals or practices and 20% out of the log book recordings by the course coordinator</td><td>30%</td></tr><tr><td></td><td>100%</td></tr></table>	Mid Term	30%	Final	40%	Clinical Performance (10% by the clinical instructor at hospitals or practices and 20% out of the log book recordings by the course coordinator	30%		100%		
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Final	40%											
Clinical Performance (10% by the clinical instructor at hospitals or practices and 20% out of the log book recordings by the course coordinator	30%											
	100%											
Language	English											



Course Title	Critical Appraisal of the Literature II				
Course Code	DEN425				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	4 <sup>th</sup> Year / 8 <sup>th</sup> Semester				
Teacher's Name	Dr. Kolokitha				
ECTS	1	Lectures / week	1 hrs/ 14 weeks	Laboratories / week	0 hr/ 14 weeks
Course Purpose and Objectives	Systematic reviews provide an overview of all primary studies on a topic and try to obtain an overall picture of the results.				
Learning Outcomes	Upon successful completion of this course students should be able to:  1. combat information overload; 2. Identify papers that are clinically relevant 3. critical appraisal is a requirement for the evidence based medicine component of many membership exams.				
Prerequisites	None		Corequisites	None	
Course Content	1. Location and selection of studies 2. Study design 3. Randomised Controlled Trials 4. Systematic reviews				
Teaching Methodology	Face-to-Face				

Bibliography	<p>Barton B and Peat J Medical statistics a guide to SPSS, data analysis, and critical appraisal (2nd ed.) Blackwell, 2014. Shelfmark: WA 950 PEA</p> <p>Crombie I The pocket guide to critical appraisal a handbook for health care professionals BMJ, 1996. Shelfmark: WA 950 CRO</p> <p>DiCenso A Evidence based nursing: a guide to clinical practice Elsevier Mosby, 2005. Shelfmark: WA 950 DIC</p> <p>Egger M, Smith GD, Altman DG Systematic reviews in health care: meta-analysis in context BMJ Books, 2001 This is a popular introduction to the science of reviewing biomedical research. It contains chapters devoted to performing and appraising systematic reviews, and the application of systematic reviews in clinical guidelines development. Shelfmark: WA 950 EGG</p> <p>Gehlbach S Interpreting the medical literature McGraw-Hill, Medical Pub. Division, 2006. Shelfmark: GLOBAL HEALTH HV7 GEH</p> <p>Gosall NK and Gosall GS The doctor's guide to critical appraisal (4th ed) PasTest, 2015. Shelfmark: WA 950 GOS</p> <p>Greenhalgh T How to read a paper (5th ed) BMJ Books, 2014. This is a clear and comprehensive introduction to the usefulness and potential applications of evidence based medicine in the clinical setting. It gives guidance on how to find a research paper, assess it, and put the findings into practice. Shelfmark: WA 950 GRE</p> <p>Guyatt G, Rennie D (Eds) Users' guides to the medical literature. A manual for evidence- based clinical practice (3rd ed) McGraw Hill Education, 2015. This is a comprehensive guide to evidence-based practice, containing case scenarios and clinical examples of evidence- based practice, how to search for the best evidence, and how to apply it to your clinical practice. Shelfmark: WA 950 GUY</p> <p>Hamer S Achieving evidence-based practice a handbook for practitioners (2nd ed) Baillière Tindall Elsevier, 2005. Shelfmark: WA 950 HAM</p> <p>Hewitt-Taylor, J Clinical guidelines and care protocols Whurr, 2006. Shelfmark: WA950 HEW</p> <p>LoBiondo-Wood, Geri Nursing research methods and critical appraisal for evidence-based practice (8th ed) Mosby, 2014. Shelfmark: WY 30 LOB</p> <p>Meates M, Duperrex O, Gilbert R, Logan S Practising evidence-based child health Radcliffe Medical Press, 2000. This manual outlines a course for clinicians on how to practise evidence-based child health, including guidance on critical appraisal of the evidence. Shelfmark: WA 950 STR</p> <p>Meechan JG. Minor Oral Surgery in Dental Practice. Chicago: Quintessence, 2006.</p> <p>Koerner KR. Manual of Minor Oral Surgery for the General Dentist. London: Blackwell Munksgaard, 2008.</p> <p>Sailer HF, Pajarola GF. Oral Surgery for the General Dentist. Stuttgart: Thieme, 1998.</p>
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Mid Term	30%										
Final	40%										
Lab report / oral presentation	20%										
Participation	10%										
	100%										
Language	English										

Course Title	Clinic of Comprehensive Adult Patient Care III  (including Operative Dentistry, Endodontics, Prosthodontics, Periodontology, Oral Surgery, Oral Medicine and Anesthesiology)				
Course Code	DEN 527				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	5 <sup>th</sup> Year / 9 <sup>th</sup> Semester				
Teacher's Name	Clinical Collaborator at the site of training				
ECTS	24	Lectures / week	8 hrs / 14 weeks	Laboratories / week	24 hrs / 14 weeks
Course Purpose and Objectives	To make students competent in (a) recognizing and diagnosing the problems and needs of the dental patient, (b) producing a problem list according to the treatment priorities, and (c) formulating a realistic individualized treatment plan, which will be materialized in the most optimum way in reference to clinical outcome, duration of treatment and patient's discomfort.				

Learning Outcomes	<p>Clinical skills / knowledge</p> <p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Practice the various clinical aspects of the different dental disciplines and specialties.</li> <li>2. Perform the initial differential diagnosis and afterwards the final diagnosis of the dental problems of the patient.</li> <li>3. Perform comprehensive radiological examination and radiographic evaluation.</li> <li>4. Manage efficiently emergency dental problems.</li> <li>5. Prioritise the problems of the patient.</li> <li>6. Realize the need and importance of cooperation between the various dental disciplines and specialties in order to successfully manage a dental problem.</li> <li>7. Become experienced in formulating alternate treatment plans.</li> <li>8. Become knowledgeable and experienced in producing the final treatment plan, which satisfies the needs of the specific patient in a realistic manner.</li> <li>9. Acquire the necessary clinical experience so that the treatment plan can be materialized in an optimum manner with regard to timing, cost and clinical conditions.</li> <li>10. Learn and improve as much as possible the ergonomic conditions in practicing contemporary Dentistry.</li> <li>11. Become experienced in evaluating, selecting, using and applying the available and provided materials, means and devices.</li> <li>12. . Realize the special importance of the therapeutic dental management of patients with general diseases and to develop skills in communicating with other medical specialists.</li> <li>13. Understand the special importance of patients' recall after termination of dental treatment.</li> <li>14. Become familiar with the qualitative methods and parameters, which evaluate treatment outcome for each dental work.</li> <li>15. Design, plan and perform individualized preventive dental schemes for efficient oral hygiene.</li> <li>16. Acquire all necessary information and experience for operating an efficient, productive and professional dental clinic.</li> </ol>
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Prerequisites	Completion of Year 1, 2, 3 and 4 courses	Corequisites	None
Course Content	Weekly schedule		
	Disciplines:	Lectures (hours)	Clinical (hours)
	Operative Dentistry	1	6
	Endodontics	1	4
	Fixed and Removable Prosthodontics	1	6
	Periodontology	1	4
	Oral Surgery	2	2
	Oral Medicine	2	2
Teaching Methodology	Face-to-Face		
Bibliography	Manogue M, Patel S, Walker R. The Principles of Endodontics. Oxford: Oxford 2005.		
	Torabinejad M, Walton R. Endodontics: Principles and Practice. Philadelphia: Saunders, 2008.		
	Tronstand L. Clinical Endodontics. Berlin: Thieme, 2009.		
	Bergenholtz G, Hørsted-Bindslev P, Reit C. Textbook of Endodontology. Oxford: Blackwell, 2012.		
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	Karlsson S. A Textbook of Fixed Prosthodontics – The Scandinavian Approach. 2000.		
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	Wolf HF, Rateitschak-Pluss E, Rateitschak K, Hassell TM. Periodontology. Stuttgart: Thieme, 2004		
	Mostofsky DI, Forgione AG, Giddon DB. Behavioral Dentistry. London: Blackwell Munksgaard, 2006.		
	Roulet J-F, Vanherle G. Adhesive Technology for Restorative Dentistry. Chicago: 2005.		
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Final	40%								
Clinical Performance (10% by the clinical instructor at hospitals or practices and 20% out of the log book recordings by the course coordinator	30%								
	100%								
Language	English								

Course Title	Clinic of Comprehensive Pediatric Patient Care III (including Pediatric Dentistry and Orthodontics)				
Course Code	DEN528				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	5 <sup>th</sup> Year / 9 <sup>th</sup> Semester				
Teacher's Name	Dr. Tolidis				
ECTS	3	Lectures / week	2 hrs / 14 weeks	Laboratories / week	3 hrs / 14 weeks
Course Purpose and Objectives	<p>(a) To educate students in order to perform an examination, reach a diagnosis and plan treatment for oral hard and soft tissue problems in children and adolescents,</p> <p>(b) apply an individualized prevention program in children and adolescents according to their needs;</p> <p>(c) provide dental treatment in cooperative children of school age and adolescents, and</p> <p>(d) recognize concerning the basic characteristics children with medical problems and disabilities.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Restore dental problems using appropriate psychological techniques for facilitating good cooperation with the child.</li> <li>2. Clinically manage dental caries in all dentitions.</li> <li>3. Recognize high caries activity in infancy and early childhood and to provide the appropriate preventive, interceptive or therapeutic management per case.</li> <li>4. Discuss the effect of dental trauma of deciduous teeth to the permanent teeth.</li> <li>5. Provide treatment to a child with traumatized teeth.</li> <li>6. Plan the management of dental problems in children or adolescents with special general health problems.</li> <li>7. Perform the diagnosis for the malocclusion of a child or adolescent utilizing all standard diagnostic methods (e.g., history, clinical examination, study casts, radiographic and cephalometric evaluation).</li> <li>8. Describe the basic characteristics of removable and fixed orthodontic appliances.</li> <li>9. Discuss the basic principles of the orthodontic treatment of Class I, Class II division 1, Class II division 2 and Class III malocclusions, anterior open bite and posterior open bite, crossbites and impacted canines.</li> </ol>				
Prerequisites	Completion of Year 1, 2, 3 and 4 courses	Corequisites		None	



Course Content	<p>Weekly schedule:  Pediatric Dentistry    clinical    3 hours/week  Orthodontics            lectures 2 hours/week</p> <ol style="list-style-type: none"> <li>1. Current concepts in psychological techniques for the control of potentially uncooperative behaviour in children;</li> <li>2. Caries during deciduous and mixed dentitions and their treatment; high caries activity in infancy and early childhood; sealants and fillings.</li> <li>3. Periodontal diseases in children and adolescents.</li> <li>4. Trauma in deciduous teeth and its influence in the permanent teeth; treatment of complications related to traumatized teeth and periodontium.</li> <li>5. Special needs patients; planning a dental clinic for people with disabilities; dental treatment of people with mental retardation; dental treatment for people with motor disabilities; dental treatment of children and adolescents with cleft lip and palate; and dental treatment of children and adolescents with oncology problems.</li> <li>6. Orthodontic assessment; radiographic cephalometry; treatment planning; Class I, Class II division 1, Class II division 2 and Class III malocclusions; anterior open bite and posterior open bite; crossbites; and canines.</li> </ol>
Teaching Methodology	Face-to-Face
Bibliography	<p>Dean JA, Avery DR, McDonald RE. McDonald and Avery Dentistry for the Child and Adolescent. St. Louis: Elsevier Mosby, 2011.</p> <p>Splieth CH. Revolutions in Pediatric Dentistry. Chicago: Quintessence, 2011.</p> <p>Koch G, Poulsen S. Pediatric Dentistry: A Clinical Approach. London: Wiley Blackwell, 2009. Cameron AC, Widmer RP. Handbook of Pediatric Dentistry. St. Louis: Mosby, 2008.</p> <p>Athanasίου AE. Orthodontic Cephalometry. London: Mosby-Wolfe, 1997.</p> <p>Mitchel L. An Introduction to Orthodontics. Oxford: Oxford University Press, 2007. Proffit WR, Fields HW, Sarver DM. Contemporary Orthodontics. St. Louis: Mosby, 2012.</p>

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Mid Term	30%								
Final	40%								
Clinical Performance (10% by the clinical instructor at hospitals or practices and 20% out of the log book recordings by the course coordinator)	30%								
	100%								
Language	English								

Course Title	Esthetic Dentistry				
Course Code	DEN529				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	5 <sup>th</sup> Year/9 <sup>th</sup> semester				
Teacher's Name	Dr. Chatzikyriakos				
ECTS	1	Lectures / week	1 hr / 14 weeks	Laboratories / week	None
Course Purpose and Objectives	Upon completion of the course students will be able to diagnose oral conditions which may be relevant to Aesthetic Issues, to plan and suggest treatments based on Oral Biology, Minimal Intervention principles, Dental Materials knowledge and Smile Analysis guidelines.				
Learning Outcomes	By the end of the course participant will be able to understand and optimally individualize : 1.smile design 2.be familiar and know dental aesthetic materials and their indications of use in combination with respect to healthy oral tissues, 3.suggest the ideal restorative method 4.suggest the ideal material selection 5.perform aesthetic rehabilitation in an indirect or direct way				
Prerequisites	None		Corequisites	None	
Course Content	Aesthetic materials in Dentistry: Composite resins, Ceramic materials, Zirconia, Cements. Direct restorations: Adhesion, Isolation of surgical field. Indirect restorations: Cementation, Optimal surface treatment of materials, isolation of surgical field. Aesthetic documentation. Dental photography, shade selection, shade guides and devices, communication to the lab. Dental Bleaching. Indications, contra-indications, restrictions, results				
Teaching Methodology	Face-to-Face				
Bibliography	Layers: An Atlas of Composite Resin Stratification. Manauta J, Salat A ISBN: 9788874921737 Edition 1/2012 The Science and Art of Porcelain Laminate Veneers. Gurel G 1 <sup>st</sup> Edition 2003 ISBN:1-85097-060-2 978-1-85097-164-1 , 9781850971641 Interdisciplinary treatment planning. Cohen M, 2008 SBN: 978-0-86715-474-0 Protocols for Predictable Aesthetic Dental Restorations. Ahmad I Blackwell Ed. 2008 ISBN-13:978-14051-1820-0 Fundamentals of Color: Shade Matching and Communication in Esthetic Dentistry, Second Edition. Chu, Stephen J, Devigus, Alessandro, Paravina R, Mielezsko, Adam 2011 ISBN 978-0-86715-497-9				

Assessment		
	Mid Term	30%
	Final	40%
	Lab report / oral presentation	20%
	Participation	10%
		100%
Language	English	

Course Title	Integrated Clinical Seminar I				
Course Code	DEN530				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> cycle)				
Year / Semester	5 <sup>th</sup> Year / 9 <sup>th</sup> Semester				
Teacher's Name	All faculty may undertake this course by rotation (different thematology to be presented)				
ECTS	1	Lectures / week	1 hr / 14 weeks	Laboratories / week	0 hrs / 14 weeks
Course Purpose and Objectives	Clinical seminars offer a regular forum for trainees to present, discuss and reflect on the clinical work they are undertaking on placement. The aim is to encourage discussion of this material from a clinical and a professional perspective.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"><li>1. The development of theory-practice links (identifying the ways in which psychological models and theories can help to understand the clinical material)</li><li>2. The generation of hypotheses about the presentation and of potential formulations which could help to guide plans for intervention</li><li>3. Consideration of the social contexts and systems in which the client's presentation, referral and difficulties are located.</li><li>4. Consideration of the broader professional contexts within which casework takes place, and the impact of this on the presentation and the ways in which the intervention has progressed</li><li>5. Consideration of the acceptability of the intervention for service users and whether the service context itself might influence the ways in which clients present and respond to treatment</li><li>6. Consideration any professional and ethical issues raised by the casework, cross-referring to the codes of conduct and ethical practice.</li></ol>				
Prerequisites	None		Corequisites	None	
Course Content	Because trainees present clinical material from their current placement, over the course seminar content will encompass a wide range of clinical populations, clinical contexts and clinical approaches.				

Teaching Methodology	Face-to-Face
Bibliography	According to the subject to be presented
Assessment	Although a compulsory element of the Course there is no formal evaluation of the trainee's contribution to the seminar.
Language	English

Course Title	Geriatric Dentistry				
Course Code	DEN531				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	5 <sup>th</sup> Year, 9 <sup>th</sup> semester				
Teacher's Name	Dr. Tolidis, Dr. Zafiropoulos, Dr. Chatzikyriakos, Dr. Nikolousi, Dr. Lavranos, Dr. Pouloupoulos (team teaching according to the program and Laureate Educational Model)				
ECTS	1	Lectures / week	1 hr/ 14 weeks	Laboratories / week	None
Course Purpose and Objectives	To provide students with knowledge of the characteristics of prosthetic rehabilitation and the necessary pre-prosthetic treatments in elderly patients.				
Learning Outcomes	Upon successful completion of this course students should be able to:  1. Recognize the most common diseases of the third age patients and assess their importance in relation to the dentist (medical profile). 2. Distinguish the real age-related changes from the other pathologic conditions in the stomatognathic system (dental profile). 3. Develop treatment plans for the geriatric patient. 4. Discuss the appropriate per case clinical and laboratory techniques for oral rehabilitation.				
Prerequisites	None	Corequisites	None		
	1. Characteristics of elderly patients. 2. Epidemiological data. 3. Biological principles of aging in humans. 4. Medical issues affecting rehabilitation and treatment. 5. The process of aging in the hard and soft tissues which will receive prosthetic rehabilitation. 6. Communication with the elderly patient during prosthetic rehabilitation. 7. Treatment of extensive loss of tooth substance. 8. Dental care to special elderly populations.				
Teaching Methodology	Face-to-Face				
Bibliography	Budtz-Jørgensen E. Prosthodontics for the Elderly: Diagnosis and Treatment. Chicago: Quintessence, 1999.				

Assessment		Mid Term	30%
		Final	40%
		Lab report / oral presentation	20%
		Participation	10%
			100%
Language	English		



Course Title	Clinic of Comprehensive Adult Patient Care IV  (including Operative Dentistry, Endodontics, Prosthodontics, Periodontology, Oral Surgery, Oral Medicine and Anesthesiology)				
Course Code	DEN 532				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	5 <sup>th</sup> Year / 10 <sup>th</sup> Semester				
Teacher's Name	Clinical Collaborator at the site of training				
ECTS	24	Lectures / week	7 hrs / 14 weeks	Laboratories / week	24 hrs / 14 weeks
Course Purpose and Objectives	To make students competent in (a) recognizing and diagnosing the problems and needs of the dental patient, (b) producing a problem list according to the treatment priorities, and (c) formulating a realistic individualized treatment plan, which will be materialized in the most optimum way in reference to clinical outcome, duration of treatment and patient's discomfort.				

Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Practice the various clinical aspects of the different dental disciplines and specialties.</li> <li>2. Perform the initial differential diagnosis and afterwards the final diagnosis of the dental problems of the patient.</li> <li>3. Perform comprehensive radiological examination and radiographic evaluation.</li> <li>4. Manage efficiently emergency dental problems.</li> <li>5. Prioritise the problems of the patient.</li> <li>6. Realize the need and importance of cooperation between the various dental disciplines and specialties in order to successfully manage a dental problem.</li> <li>7. Become experienced in formulating alternate treatment plans.</li> <li>8. Become knowledgeable and experienced in producing the final treatment plan, which satisfies the needs of the specific patient in a realistic manner.</li> <li>9. Acquire the necessary clinical experience so that the treatment plan can be materialized in an optimum manner with regard to timing, cost and clinical conditions.</li> <li>10. Learn and improve as much as possible the ergonomic conditions in practicing contemporary Dentistry.</li> <li>11. Become experienced in evaluating, selecting, using and applying the available and provided materials, means and devices.</li> <li>12. Realize the special importance of the therapeutic dental management of patients with general diseases and to develop skills in communicating with other medical specialists.</li> <li>13. Understand the special importance of patients' recall after termination of dental treatment.</li> <li>14. Become familiar with the qualitative methods and parameters, which evaluate treatment outcome for each dental work.</li> <li>15. Design, plan and perform individualized preventive dental schemes for efficient oral hygiene.</li> <li>16. Acquire all necessary information and experience for operating an efficient, productive and professional dental clinic.</li> </ol>		
Prerequisites	DEN527	Corequisites	None
Course Content	Weekly schedule		
	Disciplines:	Lectures (hours)	Clinical (hours)
	Operative Dentistry	1	6
	Endodontics	1	4
	Fixed and Removable Prosthodontics	1	6
	Periodontology	1	4
	Oral Surgery	2	2
	Oral Medicine	2	2

Teaching Methodology	Face-to-Face								
Bibliography	<p>Manoque M, Patel S, Walker R. The Principles of Endodontics. Oxford: Oxford 2005.</p> <p>Torabinejad M, Walton R. Endodontics: Principles and Practice. Philadelphia: Saunders, 2008.</p> <p>Tronstand L. Clinical Endodontics. Berlin: Thieme, 2009.</p> <p>Bergenholtz G, Hørsted-Bindslev P, Reit C. Textbook of Endodontology. Oxford: Blackwell, 2012.</p> <p>Shillingburg HT, Sather DA, Wilson EL, Cain JR, Mitchell DL, Blanco LJ, Kessler of Fixed Prosthodontics. Chicago: Quintessence, 2012.</p> <p>Rosenstiel SF, Land MF, Fujimoto J. Contemporary Fixed Prosthodontics. St. Sciences, 2006.</p> <p>Karlsson S. A Textbook of Fixed Prosthodontics – The Scandinavian Approach. 2000.</p> <p>Karlsson S, Nilner K, Dahl BL. Prosthodontics, Crowns and Bridges. Stockholm: Gothia, 2000.</p> <p>Lindhe J, Lang NP, Karring T. Clinical Periodontology and Implant Dentistry. Munksaard, 2008.</p> <p>Wolf HF, Rateitschak-Pluss E, Rateitschak K, Hassell TM. Periodontology. Stuttgart: Thieme, 2004</p> <p>Mostofsky DI, Forgione AG, Giddon DB. Behavioral Dentistry. London: Blackwell Munksgaard, 2006.</p> <p>Roulet J-F, Vanherle G. Adhesive Technology for Restorative Dentistry. Chicago: 2005.</p> <p>Magne P, Belser U. Bonded Porcelain Restorations in the Anterior Dentition: A Chicago: Quintessence, 2002.</p>								
Assessment	<table border="1"> <tr> <td>Mid Term</td><td>30%</td></tr> <tr> <td>Final</td><td>40%</td></tr> <tr> <td>Clinical Performance (10% by the clinical instructor at hospitals or practices and 20% out of the log book recordings by the course coordinator</td><td>30%</td></tr> <tr> <td></td><td>100%</td></tr> </table>	Mid Term	30%	Final	40%	Clinical Performance (10% by the clinical instructor at hospitals or practices and 20% out of the log book recordings by the course coordinator	30%		100%
Mid Term	30%								
Final	40%								
Clinical Performance (10% by the clinical instructor at hospitals or practices and 20% out of the log book recordings by the course coordinator	30%								
	100%								
Language	English								

Course Title	Clinic of Comprehensive Pediatric Patient Care IV (including Pediatric Dentistry and Orthodontics)				
Course Code	DEN533				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	5 <sup>th</sup> Year / 10 <sup>th</sup> Semester				
Teacher's Name	Dr. Tolidis				
ECTS	4	Lectures / week	2 hrs / 14 weeks	Laboratories / week	4 hrs / 14 weeks
Course Purpose and Objectives	<p>To educate students in order to</p> <p>(a) perform an examination, reach a diagnosis and plan treatment for oral hard and soft tissue problems in children and adolescents.</p> <p>(b) apply an individualized prevention program in children and adolescents according to their needs;</p> <p>(c) provide dental treatment in cooperative children of school age and adolescents, and</p> <p>(d) recognize concerning the basic characteristics children with medical problems and disabilities.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Restore dental problems using appropriate psychological techniques for facilitating good cooperation with the child.</li> <li>2. Clinically manage dental caries in all dentitions.</li> <li>3. Recognize high caries activity in infancy and early childhood and to provide the appropriate preventive, interceptive or therapeutic management per case.</li> <li>4. Discuss the effect of dental trauma of deciduous teeth to the permanent teeth.</li> <li>5. Provide treatment to a child with traumatized teeth.</li> <li>6. Plan the management of dental problems in children or adolescents with special general health problems.</li> <li>7. Perform the diagnosis for the malocclusion of a child or adolescent utilizing all standard diagnostic methods (e.g., history, clinical examination, study casts, radiographic and cephalometric evaluation).</li> <li>8. Describe the basic characteristics of removable and fixed orthodontic appliances.</li> <li>9. Discuss the basic principles of the orthodontic treatment of Class I, Class II division 1, Class II division 2 and Class III malocclusions, anterior open bite and posterior open bite, crossbites and impacted canines.</li> </ol>				
Prerequisites	DEN528		Corequisites	None	

Course Content	<p>Weekly schedule:  Pediatric Dentistry    clinical    3 hours/week  Orthodontics            lectures 2 hours/week</p> <p>1.Current concepts in psychological techniques for the control of potentially uncooperative behaviour in children;</p> <p>2.Caries during deciduous and mixed dentitions and their treatment; high caries activity in infancy and early childhood; sealants and fillings.</p> <p>3.Periodontal diseases in children and adolescents.</p> <p>4.Trauma in deciduous teeth and its influence in the permanent teeth; treatment of complications related to traumatized teeth and periodontium.</p> <p>5.Special needs patients; planning a dental clinic for people with disabilities; dental treatment of people with mental retardation; dental treatment for people with motor disabilities; dental treatment of children and adolescents with cleft lip and palate; and dental treatment of children and adolescents with oncology problems.</p> <p>6.Orthodontic assessment; radiographic cephalometry; treatment planning; Class I, Class II division 1, Class II division 2 and Class III malocclusions; anterior open bite and posterior open bite; crossbites; and canines.</p>
Teaching Methodology	Face-to-Face
Bibliography	<p>Dean JA, Avery DR, McDonald RE. McDonald and Avery Dentistry for the Child and Adolescent. St. Louis: Elsevier Mosby, 2011.</p> <p>Splieth CH. Revolutions in Pediatric Dentistry. Chicago: Quintessence, 2011.</p> <p>Koch G, Poulsen S. Pediatric Dentistry: A Clinical Approach. London: Wiley Blackwell, 2009. Cameron AC, Widmer RP. Handbook of Pediatric Dentistry. St. Louis: Mosby, 2008.</p> <p>Athanasiou AE. Orthodontic Cephalometry. London: Mosby-Wolfe, 1997.</p> <p>Mitchel L. An Introduction to Orthodontics. Oxford: Oxford University Press, 2007. Proffit WR, Fields HW, Sarver DM. Contemporary Orthodontics. St. Louis: Mosby, 2012.</p>

Assessment		
	Mid Term	30%
	Final	40%
	Clinical Performance (10% by the clinical instructor at hospitals or practices and 20% out of the log book recordings by the course coordinator	30%
		100%
Language	English	

Course Title	External Rotations				
Course Code	DEN534				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	5 <sup>th</sup> Year / 10 <sup>th</sup> Semester				
Teacher's Name	External Collaborators				
ECTS	1	Lectures / week	0 Hrs/ 14 weeks	Laboratories / week	2 hrs / 14 weeks
Course Purpose and Objectives	To provide students with knowledge and experience in practicing Dentistry in the hospital setting, learn and experience a general dental surgery environment, understand the differences between hospitalised and ambulatory patients and the protocols of dealing with the first, the evaluation of laboratory tests in preoperative patient assessment, and dealing with patients with compromised medical history. Moreover student will be exposed to a community dental environment by participating rotations in a small communal institutions.				
Learning Outcomes	Upon successful completion of this course students should be able to:  1. Describe the necessary modifications for providing dental treatment to patients with general diseases. 2. Select the patients with general diseases who should be referred for dental treatment in a hospital. 3. Describe the practice of Dentistry in a hospital environment. 4. Recognize oral problems associated with HIV infections and AIDS. 5. Evaluate the psychosocial problems of oncologic patients so that communication with them is efficient. 6. Discuss the different types and techniques of oncologic therapies and their main complications to the various tissues and organs so that cooperation with the oncologist is efficient. 7. Experience in a hospital dental surgical environment as well as in a community based dental practice.				
Prerequisites	None		Corequisites	None	
Course Content	1. Patient and hospital microbial load. 2. Aseptic practices. 3. Wound treatment. 4. People with disabilities. 5. General anaesthesia and dental care. 6. Oncology patients and dental care. 7. Preoperative patient assessment. 8. Patients with compromised medical history. 9. Criteria for referral and treatment of dental patients in hospitals. 10. Surgical procedures in Hospital dental departments 11. Community dental practices				

Teaching Methodology	Face- to- Face										
Bibliography	Varghese KG. A Practical Guide to Hospital Dentistry. New Delhi: Jaypee Brothers Medical Publishers, 2008.										
Assessment	<table border="1"> <tr> <td>Mid Term</td><td>30%</td></tr> <tr> <td>Final</td><td>40%</td></tr> <tr> <td>Lab report / oral presentation</td><td>20%</td></tr> <tr> <td>Participation</td><td>10%</td></tr> <tr> <td></td><td>100%</td></tr> </table>	Mid Term	30%	Final	40%	Lab report / oral presentation	20%	Participation	10%		100%
Mid Term	30%										
Final	40%										
Lab report / oral presentation	20%										
Participation	10%										
	100%										
Language	English										



Course Title	Implantology				
Course Code	DEN535				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	5 <sup>th</sup> Year, 2 <sup>nd</sup> semester				
Teacher's Name	Dr. Chatzikyriacos, Dr. Angelopoulos, Dr. Kaplanis (team teaching according to the program and Laureate Educational Model)				
ECTS	1	Lectures / week	1 hr / 14 weeks	Laboratories / week	None
Course Purpose and Objectives	To make students familiar with the well-established principles of osseointegration, the relevant surgical principles, the biology of the tissues surrounding osseointegrated implants, and prosthetic rehabilitation principles on implants. Particular attention will be given to indications and contraindications of implant placement, to treatment planning regarding implant positioning in the jaws and the principles regarding long-term success, osseointegration and biological behaviour of the implant.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss the biological principles of osseointegration and the biological behaviour of implants.</li> <li>2. Describe the indications and contraindications for using dental implants.</li> <li>3. Select the appropriate cases in which dental implants can be used.</li> <li>4. Evaluate the medical history of patients who may be candidates for placing dental implants.</li> <li>5. Radiographically assess patients who may be candidates for placing dental implants.</li> <li>6. Select methods of rehabilitation of partially or completely edentulous patients by means of dental implants.</li> <li>7. Describes the restoration of bone following placement of dental implants.</li> <li>8. Describes the principles of maintenance and long-term prognosis of dental implants.</li> </ol>				
Prerequisites	None		Corequisites	None	

Course Content	<ol style="list-style-type: none"> <li>1. Biological behaviour of implants.</li> <li>2. Biology of bone; osseointegration.</li> <li>3. Implant materials.</li> <li>4. Medical evaluation of patients; preoperative radiological control.</li> <li>5. Surgical placement.</li> <li>6. Special surgical techniques.</li> <li>7. Diagnosis; treatment plan in completely edentulous patients.</li> <li>8. Impression taking and cast construction; single implants.</li> <li>9. Rehabilitation of partially edentulous patients.</li> <li>10. Implant microbiology.</li> <li>11. Pathogenesis of peri-implant tissue diseases.</li> <li>12. Preservation and long-term prognosis of implants.</li> </ol>										
Teaching Methodology	Face-to-Face										
Bibliography	<p>Lindhe J, Lang NP, Karring T. Clinical Periodontology and Implant Dentistry. Oxford: Blackwell Munksaard, 2008.</p> <p>Misch CE. Dental Implant Prosthetics. St. Louis: Elsevier Health Sciences, 2005.</p> <p>Hobkirk J, Watson RM, Searson L. Introducing Dental Implants. Philadelphia: Churchill Livingstone Elsevier, 2003.</p>										
Assessment	<table border="1"> <tr> <td>Mid Term</td><td>30%</td></tr> <tr> <td>Final</td><td>40%</td></tr> <tr> <td>Lab report / oral presentation</td><td>20%</td></tr> <tr> <td>Participation</td><td>10%</td></tr> <tr> <td></td><td>100%</td></tr> </table>	Mid Term	30%	Final	40%	Lab report / oral presentation	20%	Participation	10%		100%
Mid Term	30%										
Final	40%										
Lab report / oral presentation	20%										
Participation	10%										
	100%										
Language	English										

Course Title	Integrated Clinical Seminar II				
Course Code	DEN536				
Course Type	Compulsory				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	5 <sup>th</sup> Year / 10 <sup>th</sup> semester				
Teacher's Name	All faculty may undertake this course by rotation (different thematology to be presented)				
ECTS	1	Lectures / week	1 hr / 14 weeks	Laboratories / week	0 hrs / 14 weeks
Course Purpose and Objectives	Clinical seminars offer a regular forum for trainees to present, discuss and reflect on the clinical work they are undertaking on placement. The aim is to encourage discussion of this material from a clinical and a professional perspective.				
Learning Outcomes	Upon successful completion of this course students should be able to:  1. The development of theory-practice links (identifying the ways in which psychological models and theories can help to understand the clinical material)  2. The generation of hypotheses about the presentation and of potential formulations which could help to guide plans for intervention  3. Consideration of the social contexts and systems in which the client's presentation, referral and difficulties are located.  4. Consideration of the broader professional contexts within which casework takes place, and the impact of this on the presentation and the ways in which the intervention has progressed  5. Consideration of the acceptability of the intervention for service users and whether the service context itself might influence the ways in which clients present and respond to treatment  6. Consideration any professional and ethical issues raised by the casework, cross-referring to the codes of conduct and ethical practice.				
Prerequisites	None		Corequisites	None	
Course Content	Because trainees present clinical material from their current placement, over the course seminar content will encompass a wide range of clinical populations, clinical contexts and clinical approaches.				
Teaching Methodology	Face-to-Face				
Bibliography	According to the subject to be presented.				
Assessment	Although a compulsory element of the Course there is no formal evaluation of the trainee's contribution to the seminar.				
Language	English				

Course Title	Introduction to Craniomandibular Disorders				
Course Code	DEN426				
Course Type	Elective				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	4 <sup>th</sup> Year				
Teacher's Name	Dr. Pantelas, Dr. Nikolousi				
ECTS	1	Lectures / week	1hr / 14 weeks	Laboratories / week	None
Course Purpose and Objectives	To present the dental students basic knowledge regarding identification, examination, diagnosis and management of patients with craniomandibular disorders (CMD).				
Learning Outcomes	Upon successful completion of this course students should be able to:  1. Explain the great variety of CMD and the most common classifications. 2. Take a comprehensive history, perform a detailed clinical examination and prescribe appropriate radiographic and imaging examinations. 3. Perform a preliminary diagnosis and then produce differential diagnosis. 4. Discuss the various treatment protocols for managing CMD disorders. 5. Refer a CMD patient to the appropriate dental or medical specialist.				
Prerequisites	None		Corequisites	None	
Course Content	1. Terminology, epidemiology, classification and various forms of craniomandibular disorders;  2. Special history taking and clinical examination,  3. Diagnosis and differential diagnosis,  4. Treatment and re-evaluation,  5. Maintenance of therapeutic effect in patients with craniomandibular disorders.				
Teaching Methodology	Face-to-Face				

Bibliography	<p><b>1.ISSUES FOR CONTEMPORARY ORTHODONTICS</b>  By: FARID BOURZOU  ISBN 978-953-51-261-9  PUBLISHED: 2015, 1<sup>st</sup> EDITION  CHAPTER 12 INTO THIS BOOK:  CRANIOMANDIBULAR DISORDERS AND THE CHOICE OF MANDIBULAR  REFERENCE POSITION IN ORTHODONTIC TREATMENT  Farid Bourzgui, Hakima Aghoutan and Samir Diouny</p> <p><b>2.CRANIOMANDIBULAR DISORDERS AND OROFACIAL PAIN: DIAGNOSIS AND  MANAGEMENT 1ST EDITION</b>  by: IVEN KLINEBERG 1991  Republished: 1 month ago  ISBN-13: 978-0723609896  ISBN-10: 0723609896</p> <p><b>3.CRANIOMANDIBULAR DISORDERS: GUIDELINES FOR EVALUATION,  DIAGNOSIS, AND MANAGEMENT</b>  by : AMERICAN ACADEMY OF CRANIOMANDIBULAR DISORDERS  Quintessence Pub Co 1990  ISBN-10: 0867152273  ISBN-13: 978-0867152272</p> <p><b>4.PHYSICAL THERAPY IN CRANIOMANDIBULAR DISORDERS</b>  By: TORE HANSSON  Quintessence Publishing (Il) 1992  ISBN-10: 0867151927  ISBN-13: 978-0867151923</p> <p><b>5.JOURNAL OF CRANIOMANDIBULAR DISORDERS: FACIAL &amp; ORAL PAIN,  VOLUME 2</b>  Quintessence Publishing Company, 1988</p>										
Assessment	<table border="1" data-bbox="680 1113 1200 1264"> <tr> <td>Mid Term</td><td>30%</td></tr> <tr> <td>Final</td><td>40%</td></tr> <tr> <td>Lab report / oral presentation</td><td>20%</td></tr> <tr> <td>Participation</td><td>10%</td></tr> <tr> <td></td><td>100%</td></tr> </table>	Mid Term	30%	Final	40%	Lab report / oral presentation	20%	Participation	10%		100%
Mid Term	30%										
Final	40%										
Lab report / oral presentation	20%										
Participation	10%										
	100%										
Language	English										

Course Title	Occupational Risks in Dentistry				
Course Code	DEN427				
Course Type	Elective				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	4 <sup>th</sup> Year				
Teacher's Name	Dr. Zafiropoulos				
ECTS	1	Lectures / week	1 hr / 14 weeks	Laboratories / week	1 hr /14 weeks
Course Purpose and Objectives	Occupational Risks in Dentistry is an optional subject in the Bachelor's Degree in Dentistry corresponding to the second semester of the fifth year The relevance of the subject within the curriculum is clear, as we are going to train future Dentistry experts who, regardless of their field of professional development (proprietary clinic, working at a clinic, hospital, teaching, etc.), need to have the best risk management skills. The importance of how the subject is connected to the working world is very important, because knowing and preventing dentistry practise-related risks will help reduce possible problems and work-related diseases.				
Learning Outcomes	Upon successful completion of this course students should be able to:  1. Increase and improve knowledge about all the agents (physical, chemical and biological) likely to cause diseases during a professional dentist's career 2. identify correctly all the health risks implied in dental clinical practise for the professionals and their teams 3. Knowing the current legislation on Occupational Risks 4. Ability to map the Occupational Risks in within a Company and implement risk management policies 5. Encourage healthy habits in clinical practise: working postures, prevention mechanisms, work- related stress prevention.				
Prerequisites	None		Corequisites	None	
Course Content	Unit 1. Introduction to occupational risks in dentistry Resource 1. Concept of occupational health and accidents at work. Legislation. Occupational risk prevention law. Damages derived from work: Occupational accidents. Occupational illnesses.  Unit 2. Risk factors I. Biological agents, Physical agents, Physical, chemical and biological agents that can cause illness when practicing dentistry.  Unit 3. Risk factors II. Risks of mental overload at the workplace, Physical overload, Interview with an expert: develop an occupational risk prevention plan in the dental practice.				
Teaching Methodology	Face-to-Face				

Bibliography	<p>Attwood, D. (2004) 'The Dental Council and complaints against dentists'. Journal of the Irish Dental Association, vol. 50(3), pp. 108-109.</p> <p>Avery, T., Barber, N., Ghaleb, M., Dean Franklin, B., Armstrong, S., Crowe, S., Dhillon, S., Freyer, A., Howard, R., Pezzolesi, C., Serumaga, B., Swanwick, G., and Talabi, O. (2012) 'Investigating the prevalence and causes of prescribing errors in general practice: The PRACtICE Study'. Report for the General Medical Council. Brosky, M. E.,</p> <p>Keefer, O. A., Hodges, J. S., Pesun, I. J., and Cook, G. (2003) 'Patient perceptions of professionalism in dentistry'. Journal of Dental Education, vol. 67(8), pp. 900-915.</p> <p>Turner, S., Tripathee, S., and MacGillivray, S. (2012) 'Benefits and risks of direct access to treatment by dental care professionals: A rapid evidence review'. Report for the General Dental Council.</p> <p>Van den Hombergh, P., Engels, Y., van den Hoogen, H., van Doremalen, J., van den Bosch, W., and Grol, R. 'Saying 'goodbye' to single-handed practices; what do patients and staff lose or gain?' Fam Pract, vol. 22, pp. 20-27.</p>										
Assessment	<table border="1" data-bbox="703 1014 1221 1167"> <tr> <td>Mid Term</td><td>30%</td></tr> <tr> <td>Final</td><td>40%</td></tr> <tr> <td>Lab report / oral presentation</td><td>20%</td></tr> <tr> <td>Participation</td><td>10%</td></tr> <tr> <td></td><td>100%</td></tr> </table>	Mid Term	30%	Final	40%	Lab report / oral presentation	20%	Participation	10%		100%
Mid Term	30%										
Final	40%										
Lab report / oral presentation	20%										
Participation	10%										
	100%										
Language	English										

Course Title	Legal and Forensic dentistry				
Course Code	DEN428				
Course Type	Elective				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	4 <sup>rd</sup> Year				
Teacher's Name	Dr. Mytilinaios/Dr. Nikas/Dr. Pouloupoulos				
ECTS	1	Lectures / week	1 hrs / 14 weeks	Laboratories / week	0 hrs / 14 weeks
Course Purpose and Objectives	To provide students with knowledge or experience in Forensic Dentistry, which applies the principles of Dentistry in the criminal and civil cases.				
Learning Outcomes	<p>Upon successful completion of this course students should be able:</p> <ol style="list-style-type: none"> <li>1. To recognize the determinant factors of oral health in the population, both genetic and those depending on lifestyle, demographic, environmental, social, economical, psychological and cultural factors.</li> <li>2. To recognize the role of the dentist in actions of prevention and protection against oral diseases, as well as the maintenance and promotion of health, at individual and community level.</li> <li>3. To know the National Health System, as well as the basic aspects of healthcare legislation, clinical management and proper use of health resources, understanding the importance of the dentist's role in the field of Primary Health Care.</li> </ol>				
Prerequisites	None		Corequisites	None	



Course Content	<p><b>LEGAL DENTISTRY</b></p> <ol style="list-style-type: none"><li>1. Introduction.</li><li>2. Legal Regulation in Odontology.</li><li>3. Requirements for professional practice.</li><li>4. Relationship between Ethics and Laws.</li><li>5. Deontology.</li><li>6. Clinical History and Professional Secrecy in Dentistry.</li><li>7. Regulation of drug prescription in Dentistry.</li><li>8. Liability in Dentistry.</li><li>9. Civil Liability Insurance.</li><li>10. Information and Consent in Dentistry.</li><li>11. Genesis of a lawsuit in Dentistry. Measures to avoid it.</li><li>12. Evaluation of Bucco-Dental Damage.</li><li>13. Dental Documents</li></ol> <p><b>FORENSIC DENTISTRY</b></p> <ol style="list-style-type: none"><li>1. Forensic Dentistry.</li><li>2. Necroidentification: Generalities.</li><li>3. Necroidentification: Non-dental methods.</li><li>4. Dental methods of identification: Generalities.</li><li>5. Dental methods of identification: AM-PM forms.</li><li>6. Methodology in research of corpses.</li><li>7. Buccal Autopsy.</li><li>8. Craniometry and Dentometry.</li><li>9. Prothesis marking.</li><li>10. Palatoscopy and Cheiloscopy.</li><li>11. Bite Marks.</li><li>12. Radiology and Identification.</li><li>13. Superimposition of Images.</li><li>14. Photography and Identification.</li><li>15. Genetic Markers.</li><li>16. Investigation of Major Disasters.</li><li>17. Professional Practice of Forensic Dentistry.</li><li>18. Expert's Report.</li></ol>										
Teaching Methodology	Face-to-Face										
Bibliography	Bowers CM. Forensic Dental Evidence: An Investigator's Handbook. Burlington, California: Academic Press, 2010.										
Assessment	<table><tr><td>Mid Term</td><td>30%</td></tr><tr><td>Final</td><td>40%</td></tr><tr><td>Lab report / oral presentation</td><td>20%</td></tr><tr><td>Participation</td><td>10%</td></tr><tr><td></td><td>100%</td></tr></table>	Mid Term	30%	Final	40%	Lab report / oral presentation	20%	Participation	10%		100%
Mid Term	30%										
Final	40%										
Lab report / oral presentation	20%										
Participation	10%										
	100%										
Language	English										

Course Title	Dental Marketing, Management Skills and Group Management				
Course Code	DEN429				
Course Type	Elective				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	4 <sup>th</sup> Year				
Teacher's Name	Dr. Myria Ioannou				
ECTS	1	Lectures / week	1 hrs/ 14 weeks	Laboratories / week	0 hr/ 14 weeks
Course Purpose and Objectives	<ul style="list-style-type: none"> <li>• Provides to the students a systematic approach to learn how to improve their habilities related with the communication with their patients having a profitable dental hygiene department</li> <li>• Provides to the students an effective communication for treatment planning and explaining the importance of a frequent preventive care for their patients</li> <li>• Provides to the students with information to a valuable menu of services/products to provide to their patients and inform the students for a systematic approach to patient continuing care</li> </ul>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Learn the principles of the marketing and apply concepts of marketing to the dental office.</li> <li>2. Identify the challenges to effective performance management</li> <li>3. Understand the communication process</li> <li>4. Know the barriers that can cause derailment and misunderstanding</li> <li>5. Identify the relative importance of face-to-face communication</li> <li>6. Get a firm grasp of the five building blocks of managerial communication</li> <li>7. Learn to match the right communication method with a communication goal</li> <li>8. Identify the challenges and practices when communicating virtually</li> <li>9. Develop the leadership style to gain commitment from employees</li> <li>10. Define motivation and the role in creating a motivational setting</li> <li>11. Understand the cost of demotivation and disengagement</li> <li>12. Recognize important elements of the motivational process</li> <li>13. Create the own practice for building a motivational climate</li> <li>14. Understand the different types of delegation</li> <li>15. Know the benefits and challenges of delegation</li> <li>16. Recognize the comfort with delegation</li> <li>17. Conduct an effective delegation conversation</li> <li>18. Practice the delegation skills.</li> </ol>				
Prerequisites	None		Corequisites	None	

Course Content	<div>1. FODA Analysis.</div> <div>2. Benchmark.</div> <div>3. Market share position.</div> <div>4. Types of marketing strategies.</div> <div>5. Performance Management.</div> <div>6. Effective Communication.</div> <div>7. The Art of Influencing Other.</div> <div>8. Creating a Motivational Climate.</div> <div>9. Delegation for Growth and Development.</div>										
Teaching Methodology	Face-to-Face										
Bibliography	<div>Dental Reception and Practice Management</div> <div>Glenys Bridges</div> <div>Blackwell Munksgaard, a Blackwell Publishing Company 2006</div> <div>ISBN-13: 978-14051-3888-8 ISBN-10: 1-4051-3888-2</div>										
Assessment	<table><tr><td>Mid Term</td><td>30%</td></tr><tr><td>Final</td><td>40%</td></tr><tr><td>Lab report / oral presentation</td><td>20%</td></tr><tr><td>Participation</td><td>10%</td></tr><tr><td></td><td>100%</td></tr></table>	Mid Term	30%	Final	40%	Lab report / oral presentation	20%	Participation	10%		100%
Mid Term	30%										
Final	40%										
Lab report / oral presentation	20%										
Participation	10%										
	100%										
Language	English										

Course Title	Dental Office Administration				
Course Code	DEN430				
Course Type	Elective				
Level	Bachelor (1 <sup>st</sup> Cycle)				
Year / Semester	4 <sup>th</sup> Year				
Teacher's Name	Despina Marouchou				
ECTS	1	Lectures / week	1hr / 14 weeks	Laboratories / week	None
Course Purpose and Objectives	The Dental Office Administration program will equip students with a strong combination of the office administrative skills and clinical knowledge necessary to work effectively in a dental practice.				
Learning Outcomes	By the successful completion of this course, students will be able to: <ul style="list-style-type: none"><li>• Prepare and maintain client records</li><li>• Schedule appointments</li><li>• Manage client accounts</li><li>• Handle Practice Management Software</li></ul>				
Prerequisites	None		Corequisites	None	
Course Content	<ol style="list-style-type: none"><li>1. Preparation and maintenance of client records,</li><li>2. Inventory systems,</li><li>3. Recall systems,</li><li>4. Appointment scheduling,</li><li>5. Dental insurance,</li><li>6. Billing &amp; Account Management,</li><li>7. Effective Scheduling,</li><li>8. Practice Management Software,</li><li>9. Customer Service,</li><li>10. Accounts Receivable.</li></ol>				
Teaching Methodology	Face-to-Face				
Bibliography	Burton, Shelton & Jennings : <u>Procedures for the Automated Office, 6<sup>th</sup> edition</u> Prentice Hall  K. Quible : ADMINISTRATIVE OFFICE MANAGEMENT An Introduction, 8 <sup>th</sup> edition Prentice Hall				

Assessment	<table> <tr> <td>Mid Term</td><td>30%</td></tr> <tr> <td>Final</td><td>40%</td></tr> <tr> <td>Lab report / oral presentation</td><td>20%</td></tr> <tr> <td>Participation</td><td>10%</td></tr> <tr> <td></td><td>100%</td></tr> </table>	Mid Term	30%	Final	40%	Lab report / oral presentation	20%	Participation	10%		100%
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Participation	10%										
	100%										
Language	English										

## **STRUCTURE AND FUNCTION**

**Structure & Function curriculum** is comprised of interdisciplinary modules that apply a **multidisciplinary, systems-based, horizontally integrated approach** to teach the normal structure and function of the body, along the continuum from molecules-to-cell to entire functional systems. During this process, students are introduced to basic clinical skills, and abnormalities in structure and function. The disciplines (Cell & Molecular Biology, Biochemistry) and (Anatomy, Histology-Embryology, Physiology, Biochemistry) are integrated and organized into modules based on foundational concepts or on organ systems.

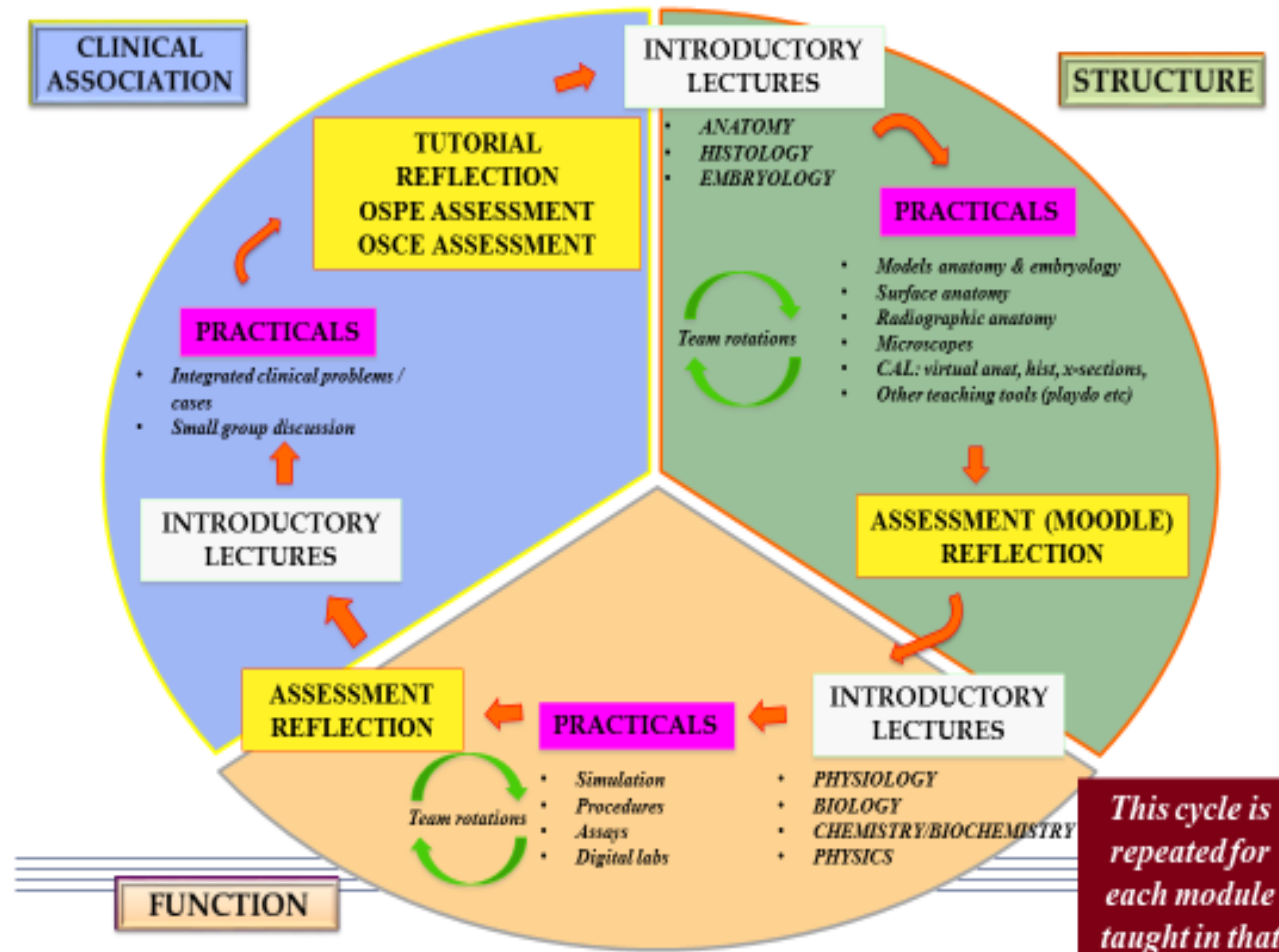
**S&F: Molecules to Cells** presents the basic principles of human biochemistry, cellular & molecular biology and will provide the foundation knowledge to understand the biochemical, molecular, cellular and genetic basis for disease. The courses of this unit provide a wide-range of scientific knowledge that underlies medical practice drawn from biochemistry, genetics, cell biology, molecular biology, etc.

**S&F: Body Systems in Health I** begins with an overview of major body systems, and early development. Integration of disciplines (anatomy, histology, embryology, physiology and biochemistry) will address the introductory principles, the musculoskeletal system, integumentary system, hemopoietic-lymphatic systems, and endocrine/exocrine systems. Throughout the term, students will apply practical (clinical) skills and incorporate new information related to examination of the patient.

**S&F: Body Systems in Health II** integrates disciplines (anatomy, histology, embryology, physiology and biochemistry) to address primary organ system structure and function (e.g. cardiovascular, respiratory, digestive, urinary, reproductive and nervous systems). Among the topics covered is the role of nutrition in oral health and disease.

The modules for each Structure & Function unit underscore the integration ladder throughout the basic science years of study to clinical training. Horizontal integration brings together the various disciplines (e.g. Anatomy, Histology, Embryology, Physiology, Biochemistry) for each module, whereas vertical integration is aimed at bringing together basic and clinical sciences, in order to break the traditional divide between preclinical and clinical studies. As such, the knowledge presented in the basic sciences is placed in clinical context and in context of professional practice. The overall aim is to enhance the acquisition of knowledge, skills, attitude, values and professionalism in our students.

In summary, the S&F Curriculum reflects an integration of scientific information, with emphasis on structure and function of oral tissues and contiguous structures. Clinical experiences begin upon entry into the program and increase with each succeeding year.



## APPENDIX 7



Self-assessment report (SAR) for the program:

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<b>Application Level:</b> Program, open for consultation	<b>Confidentiality Level:</b> Open	<b>Consultation Level:</b> Intranet	<b>Production Status:</b> Revised, to be approved by the Internal Quality Assurance Committee	<b>Document Nature:</b> Progress and performance reporting document
<b>Document owner:</b> Program Coordinator _____	<b>Version Status:</b> 1	<b>Document Date:</b> _____	<b>Document Identification:</b> EUC-P-02/ SAR01	



## Table of Contents

## **1. Introduction**

### Methodology

Every 3 years, each academic program of study undergoes a self- assessment and an extended Program Self-Assessment Report (SAR) is produced.

The Self Evaluation for the programs of study is a continuous process that deals with Standards and Guidelines for Quality Assurance in the European Higher Education Area, as depicted below:

1. Policy for quality assurance
2. Design and approval of programmes
3. Student-centred learning, teaching and assessment
4. Student admission, progression, recognition and certification
5. Teaching staff and Research
6. Learning resources and student support
7. Information management
8. Public information
9. On-going monitoring and periodic review of programmes
10. Cyclical external quality assurance

For the production of the SAR (Self- Assessment Report), the cooperation among the Office of the Rector, the HR Department, the School Administrators, the Program Coordinators, the Department Chairs and the Deans of each school is necessary. The Program Coordinator selects a minimum of 5 teachers to answer an online questionnaire in the PROSE System regarding the Quality of a program.

The methodology is based on an integrated assessment approach combining both qualitative and quantitative aspects. The quantitative analysis uses Likert scale, as the qualitative analysis uses three open ended questions. The results obtained through the use of both methods (qualitative and quantitative) are consistent and indicate the general profile of the program and also the status overview.

After the completion of the PROSE process, the Coordinators need to select a minimum of 5 students, based on diversity, in order to interview them.

Based on the feedback received from the faculty members (PROSE results), on feedback obtained from student interview results and the data provided by HR Department, the Program Coordinator describes and analyses the main strong and weak points of the program evaluated. Furthermore, the program coordinator is responsible in cooperation with the Chair of the department, to propose some actions for improvement, also taking in to consideration the following factors:

1. Academic recognition / Accreditation
2. Professional Recognition / Accreditation
3. Advisory Boards (composed of involved stakeholders)
4. Link to the Industry / profession
5. Internationalization

### Objectives

The objective of this procedure is to ensure the continuous improvement of programs of study offered by EUC. Also, to evaluate, whether it complies, on institutional level, with European Standards and Guidelines.

The following Report provides information and quotes aspects of the program. The analysis begins with the program description, the technical description and Qualitative evaluation, as well as the courses evaluation, the students evaluation, student's performance and students workload. Section 3 covers the assessment of the ways in which the program is supported and assured, including infrastructure support,

faculty, research and services offered. Section 4 covers student's admission process, student's demographics, progress and employability. The section 5 presents Programs status, the SWOT analysis and a suggested plan for improvement. The report concludes with a summary of the Program Self – Evaluation process, its main results and the main suggested actions for Improvement (section 6).

## 2. What We Offer to Students

### 2.1. Program Description

#### 2.1.1 Technical Description

- Insert Program Objectives (Programs Registry– Intranet)
- Insert Learning Outcomes (Programs Registry – Intranet)
- Insert Degree Requirements

The program is clearly described in courses grouped into the following categories of degree requirements:

	CREDITS	ECTS	PERCENTAGE
1. General Education Requirements			
2. Core Requirements			
3. Major Requirements			
4. Free Electives			
<b>TOTAL</b>			

The total required ECTS is \_\_. The ECTS distribution among the different categories is depicted below.

(Insert pie chart –use formula/ excel file)

- Insert Official Curriculum (Programs Registry – Intranet)
- Insert standardised workload calculation (based on formula provided and explained)- given by ECTS expert.

### 2.1.2 Qualitative Evaluation

- Comparison to known, standardised versions of the Program (if any), as suggested by Professional / Societal Organisations
- Practical / Internship work envisaged
- Internationalisation aspects (if any – see list, choose the bullet points that apply to your program and comment)
- Links to the Industry
- Any other qualitative element which might be relevant for the specific Program
- Comment on adequacy / quality of the curriculum based on its qualitative evaluation, the Sections 1 & 2 from Appendix I (answers given by faculty members via PROSE) and Appendix II, and the students' interviews. Highlight problems and opportunities for improvement.

### 2.2 Program Validation

- Validation methods employed (tabular description of Industrial Advisory Boards, review boards, etc.).
- Implementation Report from last SAR (copy->paste)
- Major Program changes in the last 3 years (tabular description), indicate if these were part of SAR suggestions or not
- Comment on adequacy of the Program Validation process based on the previous information, Section 3 from Appendix I, and the student interviews. Highlight opportunities for improvement.

### 2.3 Courses Evaluation

#### 2.3.1 Students' Evaluation<sup>1</sup>

- Comment on courses' quality problems based on section 2 from Appendix I and the students' interviews. Highlight opportunities for improvement.

#### 2.3.2 Students' Performance

- Assessment Scores

Add pie charts for each semester :

A	B+	B	C+	C	D+	D	F	P	I

A	B+	B	C+	C	D+	D	F	P	I

A	B+	B	C+	C	D+	D	F	P	I

A	B+	B	C+	C	D+	D	F	P	I

A	B+	B	C+	C	D+	D	F	P	I

A	B+	B	C+	C	D+	D	F	P	I

A	B+	B	C+	C	D+	D	F	P	I

Limitations: The preparation of this report has certain limitations. These are:

The report is time specific.

The data reported is that of the specific date and time that the report was prepared.

Data is constantly changing. Any changes made are not saved but are updated.

i.e. the incompletes recorded may be more in May (end of Spring Semester) but will decrease and converted to grades usually around June/July when the Final Projects are submitted and graded. So a report prepared in May will be different from a report prepared in July.



– Study Progress

Academic Year First Registered	Total Number of New Registered	Graduates						Non Graduates	Graduates (%)	Non Graduates (%)
		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15			
2009-2010										
2010-2011										
2011-2012										
2012-2013										

The specific report is TIME SPECIFIC.

1. Students may not appear as graduates because they have "Incompletes" pending i.e Senior Project, Master Thesis
2. Students will appear as graduates when their degree will be issued. i.e A student finished in K2011 applied after the deadline for his/her degree, and that will be issued in March 2012. In the reports NOW his/her name will not appear as graduate, but if we run the report in APRIL his/her name will appear
3. **Part-time** students take more than the specified time to finish their degree
4. Drop-out students never graduate
5. Students may have not applied for their degree to be issued so they do not appear as graduates.
6. New Registered Students are calculated by the sum of new intake students for Fall+Spring+Summer of the requested Academic Year

– Student Mobility

Title of the Program	FALL2012	SPRING2013	FALL2013	SPRING2014	FALL2014	SPRING2015	FALL2015			
Outgoing ERASMUS Students										
Total										
EUC	FALL2012	SPRING 2013	2011-12	FALL2013	SPRING 2014	2013-14	FALL2014	SPRING 2015	2014-15	FALL2015
Outgoing ERASMUS Students										
Total										
	EUROPEAN UNIVERSITY CYPRUS									
EUC	FALL2012	SPRING 2013	2011-12	FALL2013	SPRING 2014	2013-14	FALL2014	SPRING 2015	2014-15	FALL2015
Incoming ERASMUS Students										
Total										

- Comment on students' performance problems based on previous information, Section 5 from Appendix I, and the students' interviews. Highlight opportunities for improvement.

### 2.3.3 Students' Work Load

Semester	Courses/ Program of Study (per semester) SEMESTER BREAKDOWN	code	ECTS	Requirements  GR- General Education Requirements CR- Core Requirements M-Major Fields of Study F- Free Electives	Workload of Students*		Prerequisites
					Contact Hours	Total Workload	
1 <sup>st</sup>							
2 <sup>nd</sup>							
3 <sup>rd</sup>							
4 <sup>th</sup>							
5 <sup>th</sup>							

6 <sup>th</sup>							
7 <sup>th</sup>							
8 <sup>th</sup>							

- Comment on study load problems based on the Table above, Section 4 from Appendix I, and the students' interviews. Highlight opportunities for improvement.

### 3. How We Support, Assure, and Improve What We Offer to Students

#### 3.1 Infrastructure Support

- Insert description of Program infrastructure taken directly from official Program
- Comment on adequacy of existing infrastructure as well as opportunities of improvement

#### 3.2 Faculty

- Program Coordinator

Dr. \_\_\_\_\_

The coordinator of the program together with other teaching staff meet on a regular basis to discuss the performance of the students and possible modification of the program. If the program needs change, then the coordinator follows the relevant procedures as stipulated by the university's charter.

- Program Co- Coordinator(s)

Dr. \_\_\_\_\_

- Overview of Teaching Staff

		The below table shows information about the faculty who taught major, core and elective courses. – please complete						
		FALL2012	SPRING2013	FALL2013	SPRING2014	FALL2014	SPRING2015	FALL2015
<b>Professor</b>	<b>Total</b>							
	Progress							
	New Hires							
	Retirements							
	Resignations							
<b>Associate Professor</b>	<b>Total</b>							
	Progress							
	New Hires							
	Retirements							
	Resignations							
<b>Assistant Professor</b>	<b>Total</b>							
	Progress							
	New Hires							
	Retirements							
	Resignations							
<b>Lecturer</b>	<b>Total</b>							
	New Hires							
	Retirements							
	Resignations							
<b>Special teaching personnel</b>	<b>Total</b>							
<b>Full Time Faculty</b>	<b>Total</b>							
<b>Special Scientist</b>	<b>Total</b>							
<b>Scientific Collaborator</b>	<b>Total</b>							
<b>Part Time Faculty</b>	<b>Total</b>							
<b>Administration Personnel</b>	<b>Total</b>							

- Insert Table (Instructor’s Evaluation Results)
- Calculate the ratio FTE/FTE: full time equivalent (all full – time and part time faculty except Rector, Vice Rector, Deans, Chairs) / Full time equivalent (students)

	FALL2012	SPRING2013	FALL2013	SPRING2014	FALL2014	SPRING2015	FALL2015
FTE/ FTE							

(Note: Number of full time faculty on the program/ Total Number of students that enrolled in the program, in order to demonstrate their adequacy, efficiency of academic staff in contrast with the student)

- Comment on adequacy of existing Faculty based on previous information, their assessment in relation to Laureate’s Faculty DNA (Appendix III), and the student’s interviews. Highlight opportunities of improvement.

### 3.3 Research

- Insert Faculty’s CVs (Appendix IV)
- Insert description of Research Laboratories related to the theme of the Program
- Insert Standardised Description of Research Projects related to the Program, as provided by the Research Center.
- Comment on quality / quantity of current research activities related to the Program, based on previous information. Highlight opportunities of improvement

### 3.4 Services Offered

- Advising / mentoring / tutoring process for students (this process is mostly common for all EUC, so it should be standardised, with additional information included when applicable for a specific Program)
- IT support for courses (mainly Moodle/Blackboard, which is common for all EUC, so this description should also be standardised, with additional information included about IT support which is applicable for the specific Program)
- Faculty training schemes (common for all EUC, so it should be standardised, with additional information included when applicable for a specific Program)
- Faculty mobility schemes

Title of the Program	2012-2013	2013-2014	2014-15	F2015
Outgoing ERASMUS Faculty				
<b>Total</b>				

- Provide any other relevant information about mobility schemes for the specific Program

- Linking of Teaching / Research (describe specific schemes or initiatives utilised, if any)
- Comment on the information provided in the previous subsections, Section 2 & 6 from Appendix I, and student interviews. Highlight problems and areas of improvement.

#### 4. Students & Graduates

##### 4.1 Students Admission Process

- Description of specific requirements needed for admission to the Program (if any)
- Comment on problems related to the admission process. Highlight opportunities for improvement

##### 4.2 Students Demographics

Overview of Students		Freshman Year 1*	Sophomore Year 2**	Junior Year 3***	Senior Year 4****	TOTAL
2012-2013	FALL 2012					
	SPRING 2013					
2013-2014	FALL 2013					
	SPRING 2014					
2014-2015	FALL 2014					
	SPRING 2015					
2015	FALL 2015					

*The data recorded in the specific report is TIME SPECIFIC.*

*Students change major (difference in the number recorded from one year to another)*

*Students may be in a part-time status: so they may be recorded as "year 1" for more than one academic year*

*Students may be failing/w8 their semester courses so they will be recorded in a lower year*

*Transfer students' status is calculated by the credits done at the University ONLY*

*Students may stop attendance, therefore they will not be calculated for the next semester status.*

The calculation of the Years is done by:

*\*Freshmen Students (Year 1): 0-29 credits*

*\*\*Sophomore Students (Year 2): 30-59 credits*

*\*\*\*Junior Students (Year 3): 60-89 credits*

*\*\*\*\*Senior Students (Year 4): 90+ credits*

STUDENTS		FALL2012	SPRING2013	FALL2013	SPRING2014	FALL2014	SPRING2015	FALL2015
Total number of students that enrolled								
Number of Cypriot Students	Male							
	Female							
Number of International Students (don't calculate the Erasmus students)	Male							
	Female							

Students with GREEK nationality are consider as "Cypriot" at the report and not as international

- Comment on problems related to the attraction of new students. Highlight opportunities for improvement

### 4.3 Students Progress

Table: Graduation Rates and Average Grade

Graduation Year	Total Number of Graduates	Numeric Data per Average Grade (G.P.A.)					Average Grade (according to the total number of graduated students)
		4	3,5-3,99	3,0-3,49	2,5-2,99	2,0-2,49	
2011-2012							
2012-2013							
2013-2014							
2014-2015							
Graduation Year	Total Number of Graduates	% Percentage Grade (G.P.A.)					Average Grade (according to the total number of graduated students)
		4	3,5-3,99	3,0-3,49	2,5-2,99	2,0-2,49	
2011-2012							
2012-2013							
2013-2014							
2014-2015							

Limitations: *The report is TIME specific. The numbers may change any given time. i.e. If a student registers for his/her Thesis during S2011 and has it as "I" during F2011 he/she WILL NOT appear in the report. If the student submits his/her thesis during S2012 his/her degree will be issued with the S2011 dates and WILL appear at the same report that will run in S2012.*

*This is valid for any student with pending incompletes Bachelor or Master level.*

*The 1st table refers to the actual numbers of graduates whereas the 2nd table refers to the percentage value.*

- Comment on problems related to the progress of students and the Program's attrition rate.  
Highlight opportunities for improvement



#### 4.4 Students Employability

	Total Number of Graduate Students	Number of Graduates Unemployed after x months			
Graduation Year		6	12	24	Still did not find job or decided to continue their studies
2011-2012					
2012-2013					
2013-2014					
2014-2015					
<i>Total</i>					

- Comment on problems related to the employability of students Highlight opportunities for improvement

### 5. Program Status & Improvement Plan

#### 5.1 Program's SAR Profile

- Insert short cumulative profile of SAR results

#### 5.2 Program's Strength / Weaknesses / Opportunities / Threats (SWOT) Analysis

- Insert SWOT Table analysis (construct table based on analysis of section 1-4 and the SAR results)

#### 5.3 Program's Suggested Actions For Improvement

- Use a standardised table Quality Improvement Plan of the Program to address the Program's weaknesses / threats, and to exploit potential opportunities.

## QUALITY IMPROVEMENT PLAN OF THE PROGRAM

**Date:**

**Coordinator's Signature:**

**Dean's Signature:**

SUGGESTED ACTION	ACTION PLAN	RESPONSIBLE PERSON	DUE DATE

## **6. Summary**

- Provide a summary of the Program self-evaluation process, its main results and the main actions suggested actions for improvement (one paragraph each)

## **APPENDIX I**

Presentation of the PROSE Online System analytic Results.

Note: The points that score below 65% are unsatisfactory (weak points) and they have to be improved and the points that score up to 65% are satisfactory (strong points).

## 1. Curriculum Design

Curriculum Design	Mean	% Positive
1.The expectations (e.g. of societal needs or of employers) about necessary knowledge and skills in graduates of the programme have been documented.		
2.The proposed outcome competences of (future) graduates are systematically checked with the expectancies of (possible) employers and needs of the society (e.g., they are geared towards real life and practice).		
3.The proposed outcome competences of (future) graduates are attuned to the level of the academic or professional degree of the programme.		
4.International comparisons are made in function of the development (and adjustment) of the study programme and goals.		
5.External experts are actively and systematically involved in the design (and revisions or adjustments) of the study programme and goals.		
6.Students or potential students are actively and systematically involved in the design (and revisions or adjustments) of the study programme and goals.		
7.Teachers/lecturers are actively and systematically involved in design (and revisions or adjustments) of the study programme and goals.		
8.It is foreseen to use information from tutoring and study coaching effectively in order to enhance the quality of the curriculum.		
9.Design (and revisions or adjustments) of the study programme are based on a coherent concept of teaching & learning.		
10.The content and the structure of the study programme fit with the entry competences of (future) students.		
11.The study programme allows specific trajectories for enrolling students with special entry competence profiles.		
12.The proposed end competences are adequately translated in learning outcomes of the course units or modules.		
13.In the development or revision of the study programme attention is given to the coherence and the structure of it (e.g., sequence of units, balance of study load through the year).		
14.In the development or revision of the study programme the team avoids to bring in (or end up in) an overload of contents and materials.		
15.In the development and revision of the study programme the team avoids to have disturbing overlaps in course units or modules.		
16.In the development and revision of the study programme the team brings in interdisciplinary and interprofessional approaches (e.g., in projects or learning units).		
17.Differences in educational and/or cultural views in construing the curriculum have been overcome adequately or have resulted in a positive outcome.		
18.The design and development of course components is the result of teamwork.		
19.A substantial coherence exists between learning goals, course contents, didactic approaches, and the (foreseen) methods of assessment.		
20.Aspects that may hinder the study progress in students are identified and eliminated where possible.		

## 2. Teaching and learning methods

Teaching and Learning Methods	Mean	% Positive
1.At the start of their study trajectory (future) students receive a clear overview on the working methods and the study materials that will be used.		
2.Study materials in the course units or modules are relevant and functional with regard to the learning goals.		
3.The content of the study materials is in accordance with recent developments in the discipline(s) involved.		
4.In every course unit or module the study materials are well structured and clearly elaborated.		
5.The content and the structure of the course texts contribute to the well-grounded acquisition of knowledge and skills.		
6.The study materials of the different course units or modules are well attuned (where necessary).		
7.The methods used for teaching and learning are functional in helping to reach the learning goals.		
8.The methods used for teaching and learning fit with the global educational and didactic concept.		
9.The methods used for teaching and learning fit with the characteristics and the abilities of the students (e.g., learning styles).		
10.The different methods used for teaching are programmed in a good balance throughout the trajectory.		
11.Innovative methods and materials are used, based on well-grounded information and experience (regional, national or international).		
12.Teaching and learning is efficiently supported by modern information technology and learning environment(s).		
13.Teaching and learning methods are (also) adequately geared towards self-guided and autonomous learning in students.		
14.A convenient system for reservation and use of teaching rooms and teaching aids is foreseen or is in place.		
15.Criteria and methods used in assessment are, for each course unit, defined in written documents and (foreseen to be) communicated to the students well in time.		
16.The contents and the specific formats of assessment (e.g., written or oral examination) are, for each course unit, clear.		
17.The choice of formats of assessment is clearly related to the competences to be achieved and to the concept of teaching and learning.		
18.Through the study programme, different methods and formats of assessment are being used, adapted to the competences to be assessed.		
19.The planning and execution of the teaching programme is promoting the process of learning and acquisition in students (e.g., by the order of certain activities).		
20.Assessment and feedback are organized in such a way that it is promoting the process of learning and acquisition in students.		

### 3. Quality Management

Quality Management	Mean	% Positive
1.The management has developed a set of aspects (as quality indicators), which are measured and followed-up at regular intervals.		
2.Tools are foreseen or used for measuring and improving the quality of the development and execution of the study programme.		
3.The entry level of required knowledge and starting competences is checked adequately in enrolling students.		
4.A system of quality documentation is in use, in which relevant information is accessible to persons involved.		
5.All teachers/lecturers have the necessary knowledge and skills regarding the course unit in which they are involved.		
6.All teachers/lecturers have the necessary didactical knowledge and skills to ensure the quality of the course unit they are involved in (e.g., they can justify their approach).		
7.All teachers/lecturers have the necessary knowledge and skills about quality management to ensure the quality of the course unit they are responsible for.		
8.A well-functioning system of participation and decision-making is in place, involving e.g. working groups, steering groups, and advisory boards.		
9.A well-functioning system of information management and communication is in place, used for policy- and decision-making.		
10.Responsibilities, goals, and authorizations regarding the quality (management) of teaching and learning are established and clearly delineated.		
11.Roles and responsibilities are well-known and well-communicated to the persons who have to know (e.g., by description in a study guide students know whom to contact when there is a problem with the scheduling of lessons).		
12.A system is in use for the registration and handling of complaints and of improvement suggestions, formulated by students and staff.		
13.It is foreseen to have regular evaluation and revision of the curriculum and its course components (with improvement goals defined and followed-up), based on feedback of students.		
14.It is foreseen to have evaluation of course components based on feedback of external persons other than the teaching team.		
15.The allocation of credits to the course units or modules, and the meaning of it, are clear and transparent to (future) students and teachers/lecturers.		
16.The allocation of credits is done in accordance with legal rules and with good educational practice standards.		
17.The allocation of credits to course units or modules is done on the basis of a realistic estimation of the time needed for activities of teaching and learning.		
18.Students (will) have a clear idea about the time they need to invest for their study, based on the description of the activities of teaching and learning in the study guide.		
19.Teaching methods and assignments are attuned to the amount of time that is allotted to the course units or modules.		
20.Measures are taken, and regulations are foreseen, to keep the real study load of course units/modules in accordance with the expected study load (and vice versa), on the basis of systematic study load measurements.		

#### 4. Study load and study progress

Study load and Study Progress	Mean	% Positive
1.The allocation of (the amount of) contact hours and credits of study load to the course units or modules, and the meaning of it, are clear and transparent to students and teachers/lecturers.		
2.The allocation of (the amount of) contact hours and credits of study load is done in accordance with legal rules and with good educational practice standards.		
3.The allocation of (the amount of) contact hours and credits of study load to course units or modules is done on the basis of a realistic estimation of the time needed for activities of teaching and learning.		
4.Students have a clear idea about the time and work they need to invest for their study, based on the description of the activities of teaching and learning in the study guide.		
5.Lecturers adjust their teaching methods and the assignments according to the needs and the amount of time that is foreseen for their course unit or module.		
6.The planning and execution of the teaching programme is promoting the process of learning and acquisition of competences in students (e.g., by the order of certain activities).		
7.Assessment and feedback are organized in such a way that it is promoting the process of learning and acquisition of competences in students.		
8.Aspects that may hinder the study progress in students are listed and eliminated where possible.		
9.The study load and teaching activities are assessed/evaluated on a systematic basis (e.g. yearly or per 2 or 3 years) per course unit.		
10.The global study load and programme structure are systematically assessed/evaluated for the standard programme or module trajectory (per semester or year).		
11.The study load and requirements of activities, assignments and exams for a standard trajectory are well-balanced through time (across a semester or year).		
12.The methods for measuring the study load and evaluating the programme are relevant and effective (according to the context and the goal).		
13.The management of the study load and the programme takes into account the flexibility of study trajectories and the diversity of student characteristics.		
14.The instruments used for measuring the study load and evaluating the programme are user-friendly and effective (providing useful data).		
15.The data of programme evaluations and study load measurements are discussed in team meetings with teachers/lecturers and staff members.		
16.The (data of) programme evaluations and study load measurements are discussed with students.		
17.Results of study load measurements and programme evaluations are carefully interpreted in the context of other relevant information (e.g., student characteristics and learning outcomes).		
18.Students and teachers/lecturers are kept informed about the conclusions of study load measurements and programme evaluations, and about management decisions resulting out of it.		
19.Measures are taken, and regulations are foreseen, to execute a programme or module as planned and to keep the real study load of standard trajectories in accordance with the expected study load (and vice versa).		
20.Measures are taken, and regulations are foreseen, to guarantee the quality of course units and to keep the real study load of course units in accordance with the expected study load (and vice versa).		



## 5. Assessment of Students

Assessment	Mean	% Positive
1.Regulations about examinations are clear and understandable to students, and they are timely at their disposal.		
2.For each period of examinations, a schedule/planning of exams is communicated to the students well in time.		
3.Criteria and methods used in assessment are, for each course unit, defined in written documents and communicated to the students well in time.		
4.The contents and the specific formats of assessment (written or oral examination) are, for each course unit, clear and communicated to students well in time.		
5.The students judge the examinations to be fair, and in clear relation to the competences to be achieved.		
6.At examinations students have the opportunity to prove their competences.		
7.Students have opportunities to discuss their progress and performance with teachers/lecturers or tutors..		
8.In case of problems and disputes with regard to assessment, a neutral person is available to help resolve these problems.		
9.Remarks and suggestions lead to corrective measures and actions when necessary, to prevent further problems.		
10.Assessments take place without disturbing factors (e.g., in a quiet environment, without interruptions, with enough preparation time...).		
11.When exams in a course unit are taken by more than one assessor, they agree about the evaluation criteria that are used, and questions are complementary or well-integrated.		
12.Questions or assignments at examinations clearly relate to concepts or skills presented in the course materials or in the teaching sessions.		
13.Assessments consist of an adequate set of questions or assignments, covering the expected learning outcomes.		
14.In (series of) examinations, questions and assignments largely complement each other, avoiding disturbing overlaps.		
15.The choice of formats of assessment is clearly related to the competences to be achieved and to the concept of teaching and learning.		
16.Where necessary or desirable, external assessors give their input in evaluating students.		
17.Through the study program, different methods and formats of assessment are being used, adapted to the competences to be assessed.		
18.The quality of the assessment methods is checked on a regular basis.		
19.On the basis of evaluations, formats and methods are being adjusted or improved.		
20.In developing or revising the study programme, attunement (harmonisation) is actively envisaged between methods of teaching & learning, and formats & methods of assessment.		

## 6. Organization

Organization	Mean	% Positive
1.Teachers and/or responsible persons provided clear information at the beginning of the course or module.		
2.The programme of teaching and learning activities is well constructed.		
3.During the programme students have enough time to work on projects and make their assignments.		
4.Essential information regarding the course and exam schedules are made available to students in time.		
5.Documents needed for the study are provided on time (in paper or electronic version).		
6.The electronic learning environment is well structured and functions well throughout the learning trajectory (e.g., was always accessible as foreseen).		
7.The curriculum or module trajectory is organized in a transparent and efficient way.		
8.The curriculum provides adequate time and opportunities for autonomous study and work for the students.		
9.Teaching activities take place as planned.		
10.Changes in the organization of campus activities and teaching sessions are announced on time and/or are not disturbing for an efficient study trajectory.		
11.Responsible persons are available to answer questions, solve problems, and/or provide support in practical matters.		
12.Activities of tutoring and study guidance are provided for students who need it.		
13.Teaching, tutoring, and special guidance initiatives in the programme are well coordinated.		
14.Teachers and responsible persons are open for improvement suggestions formulated by students with regard to the teaching schedule and working methods used in the study programme.		
15.Teachers and responsible persons are open for improvement suggestions formulated by students with regard to the content and goals of the study programme.		
16.There are formalized opportunities to have well-structured discussions between students, teachers and organizers about the study programme.		
17.The campus or unit has good facilities for working on a pc and access information sources and the internet.		
18.The campus or department unit has good facilities for working individually and in team on projects and assignments.		
19.During the programme or module students receive useful feedback in view of study progress and the further growth in competences.		
20.The contents and working goals of the different course units are functional in view of the envisaged end competences (e.g. were useful in practical training and practice placement).		

## **APPENDIX II: Syllabi**

### **APPENDIX III: Laureate's Faculty DNA**

1. Student oriented
2. Employability oriented
3. Exemplary
4. Field Expert
5. Technology Oriented
6. Innovative
7. Emotionally Intelligent
8. Global Mindset
9. Researcher
10. Teamworker

#### **APPENDIX IV: Faculty's CVs**

## FRAMEWORK OF MINIMUM SUGGESTED/EXPECTED REQUIREMENTS IN RESEARCH AND SCHOLARLY PUBLICATIONS AND/OR RECOGNIZED CREATIVE WORK FOR FACULTY RANKING

	FOR ALL ACADEMIC DEPARTMENTS	SPECIAL PROVISIONS FOR THE ARTS AND MUSIC
<b>LECTURER TO ASSISTANT PROFESSOR</b>	<ul style="list-style-type: none"> <li>• Substantial record of presentations at professional, peer-reviewed national and international conferences.</li> <li>• Substantial record of output in the form of articles in international refereed journals, and / or (in appropriate areas) books, book chapters.</li> <li>• Strong participation in externally funded, peer reviewed research grant (s) or research project (s).</li> <li>• Evidence of contribution to the international research community as this is indicated by reviewing duties in international peer-reviewed journals or in scientific committee of national and international conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial record of presentations at professional, peer-reviewed national and international conferences, and/or art, music and design festivals or group shows and music clinics.</li> <li>• Substantial record of output in the form of articles in international refereed journals, and / or (in appropriate areas) books, book chapters, online publications, exhibition catalogues, original creative works, live performance of creative works, curated or produced substantial public exhibitions and events.</li> <li>• Strong participation in externally funded, peer reviewed research grant (s) or research project (s) or funded creative works/commissions and artist residencies.</li> <li>• Evidence of contribution to the international research community as this is indicated by reviewing duties in international peer-reviewed journals or in scientific committee of national and international conferences, adjudicator in music and art</li> </ul>

		<p>festival and competitions and member of selection committees.</p> <ul style="list-style-type: none"> <li>• Board membership in national or international professional associations.</li> </ul> <p><b>See Notes 1 and 2 at the bottom of the document</b></p>
<b>ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR</b>	<ul style="list-style-type: none"> <li>• Substantial record of presentations at professional, peer-reviewed national and international conferences.</li> <li>• Substantial record of output in the form of articles in international refereed journals, and / or (in appropriate areas) books, book chapters.</li> <li>• Evidence of substantial research impact on an international level, as this is indicated by citation impact analysis or other means relevant to the specific areas of research</li> <li>• Capacity in achieving research funding as this is indicated by (any or all): <ul style="list-style-type: none"> <li>○ Participation in externally funded, peer reviewed research grant (s) or research project (s).</li> <li>○ Participation in externally funded, international research networks.</li> <li>○ Development, submission, management and coordination of externally funded, peer reviewed research grant (s) or research project (s)</li> </ul> </li> <li>• Substantial record of student project supervisions on both graduate and postgraduate level</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial record of presentations at professional, peer-reviewed national and international conferences, and/or art, music and design festivals or group shows and music clinics and broadcasts.</li> <li>• Substantial record of output in the form of articles in international refereed journals, and / or (in appropriate areas) books, book chapters, online publications, exhibition catalogues, original creative works, live performance of creative works, curated or produced substantial public exhibitions and events</li> <li>• Evidence of substantial research impact on an international level, as this is indicated by citation impact analysis* or other means relevant to the specific areas of research (<i>*Citation impact does not apply to the arts. Please refer to the Research Policy Document for the Arts</i>).</li> <li>• Capacity in achieving research funding as this is indicated by (any or all): <ul style="list-style-type: none"> <li>○ Strong participation in externally funded, peer reviewed research</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Strong evidence of contribution to international research community as this is indicated by: <ul style="list-style-type: none"> <li>○ Reviewing duties in international peer-reviewed journals or in scientific committee of national and international conferences</li> <li>○ Membership of the editorial board in refereed international journals</li> </ul> </li> </ul>	<p>grant (s), research project (s) or funded creative works/commissions and artist residencies, awards, competitions or calls for creative works.</p> <ul style="list-style-type: none"> <li>○ Participation in externally funded, international research networks and/or collaborations (i.e. organizations, companies).</li> <li>○ Development, submission, management and coordination of externally funded, peer reviewed research grant (s) or research project (s) or funded creative works/commissions and artist residencies, and/or work as curator and artistic director.</li> <li>• Substantial record of student project supervisions on both graduate and postgraduate level (where applicable).</li> <li>• Strong evidence of contribution to international research community as this is indicated by (any or all): <ul style="list-style-type: none"> <li>○ Reviewing duties in national/international peer-reviewed journals or in scientific committee of national and international conferences</li> <li>○ Membership of the editorial board in refereed national/international journals</li> <li>○ Board membership in national/international professional associations.</li> <li>○ Member in organizing and/or scientific committees of national/international</li> </ul> </li> </ul>
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		<p>conferences, projects, symposia and festivals.</p> <ul style="list-style-type: none"> <li>○ Member of jury and/or adjudicator in national and international competitions.</li> </ul> <p><b>See Notes 1 and 2 at the bottom of the document</b></p>
<b>ASSOCIATE PROFESSOR TO PROFESSOR</b>	<ul style="list-style-type: none"> <li>• Substantial record of presentations at professional, peer-reviewed national and international conferences.</li> <li>• Substantial record of output in the form of articles in international refereed journals, and / or (in appropriate areas) books, book chapters.</li> <li>• Evidence of substantial research impact on an international level, as this is indicated by: <ul style="list-style-type: none"> <li>○ Citation impact analysis or other means relevant to the specific areas of research</li> <li>○ Research awards and prizes (including elected fellowships)</li> <li>○ Invitations to participate as a speaker in international research meetings, workshops, and conferences</li> <li>○ Translation(s) of the applicant's research work</li> </ul> </li> <li>• Strong evidence of leadership in achieving research funding as this is indicated by: <ul style="list-style-type: none"> <li>○ Substantial record of participation in externally funded, peer reviewed research grant (s) or research project (s).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Substantial record of presentations at professional, peer-reviewed national and international conferences, and/or art, music and design festivals or group shows and music clinics and broadcasts.</li> <li>• Substantial record of output in the form of articles in international refereed journals, and / or (in appropriate areas) books, book chapters, online publications, exhibition catalogues, original creative works, live performance of creative works, curated or produced substantial public exhibitions and events</li> <li>• Evidence of substantial research impact on an international level, as this is indicated by: <ul style="list-style-type: none"> <li>○ Citation impact analysis or other means relevant to the specific areas of research (<i>*Citation impact does not apply to the arts. Please refer to the Research Policy Document for the Arts</i>).</li> <li>○ Research and/or other awards and prizes (including elected fellowships, prestigious scholarships, design or music competitions)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Substantial record of participation in externally funded, international research networks.</li> <li>○ Substantial record of development, submission, management and coordination of externally funded, peer reviewed research grant (s) or research project (s)</li> <li>• Substantial record of research supervisory work, as this is indicated by: <ul style="list-style-type: none"> <li>○ Student project or thesis supervisions on taught undergraduate and postgraduate level</li> <li>○ Supervision of doctorate-level candidates</li> </ul> </li> <li>• Strong evidence of contribution to the international research community as this is indicated by (any or all): <ul style="list-style-type: none"> <li>○ Reviewing duties in international peer-reviewed journals and books in publishing houses</li> <li>○ Reviewing duties in international research-funding organizations</li> <li>○ Membership of the editorial board in refereed international journals</li> <li>○ Chairing of international peer-reviewed conferences or serving in national and international conferences' scientific committees</li> </ul> </li> <li>• Strong evidence (as appropriate to the discipline) of significant impact of research transfer / exchange on practice, quality of</li> </ul>	<ul style="list-style-type: none"> <li>○ Invitations to participate as a speaker in international research meetings, workshops, conferences, exhibitions, and other art, music and design events</li> <li>○ Translation(s) of the applicant's research work</li> <li>• Strong evidence of leadership in achieving research funding as this is indicated by: <ul style="list-style-type: none"> <li>○ Substantial record of participation in externally funded, peer reviewed research grant (s) or research project (s) or funded creative works/commissions and artist residencies, and/or work as curator and artistic director.</li> <li>○ Substantial record of participation in externally funded, international research networks.</li> <li>○ Substantial record of development, submission, management and coordination of externally funded, peer reviewed research grant (s) or research project (s) or funded creative works/commissions and artist residencies, and/or work as curator and artistic director.</li> </ul> </li> <li>• Substantial record of research supervisory work (where applicable), as this is indicated by: <ul style="list-style-type: none"> <li>○ Student project or thesis supervisions on taught undergraduate and postgraduate level</li> <li>○ Supervision of doctorate-level candidates</li> </ul> </li> </ul>
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	<p>life or wider social or cultural issues through ongoing engagement with communities or/and stakeholders, as this can be indicated by:</p> <ul style="list-style-type: none"> <li>○ Application of research findings to improve the performance of public organizations e.g. by informing public policy, government, or by engaging with the heritage or cultural sector, development of standards and procedures, etc.</li> <li>○ Application of knowledge to improve the performance of business, commerce or industry, through consultancy, inventions, intellectual property (patent applications, provisional patents, or patents awarded), and spin-off companies</li> </ul>	<ul style="list-style-type: none"> <li>• Strong evidence of contribution to the international research community as this is indicated by (any or all): <ul style="list-style-type: none"> <li>○ Reviewing duties in international peer-reviewed journals and books in publishing houses</li> <li>○ Reviewing duties in international research-funding organizations</li> <li>○ Membership of the editorial board in refereed international journals</li> <li>○ Chairing of international peer-reviewed conferences or serving in national and international scientific committees of conferences, projects, symposia and festivals</li> <li>○ Artistic Director in international and national conferences, projects, symposia and festivals</li> <li>○ Member of jury and/or adjudicator in national and international competitions.</li> </ul> </li> <li>• Strong evidence (as appropriate to the discipline) of significant impact of research transfer / exchange on practice, quality of life or wider social or cultural issues through ongoing engagement with communities or/and stakeholders, as this can be indicated by: <ul style="list-style-type: none"> <li>○ Application of research findings to improve the performance of public organizations e.g. by informing public policy, government, or by engaging with the heritage or cultural sector, development of standards and procedures, etc.</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>○ Application of knowledge to improve the performance of business, commerce or industry, through consultancy, inventions, intellectual property (patent applications, provisional patents, or patents awarded), and spin-off companies</li> </ul> <p><b><i>See Notes 1 and 2 at the bottom of the document</i></b></p>
		<p><b>Notes:</b></p> <ol style="list-style-type: none"> <li>1. In the case that the applicant is a practitioner some of the criteria above may not be applied and extra emphasis should be given on creative work (portfolio, professional work, performances).</li> <li>2. For a more comprehensive analysis, please refer to the <u>Research Policy Document for the Arts</u></li> </ol>

## APPENDIX E

# SELF – ASSESSMENT ACADEMIC STAFF EVALUATION REPORT

**Teaching Activities** (copy & paste templates for multiple instances, delete templates if not needed):

## TEACHING

### **A) Accessibility, Supervision and Support for Taught courses (.25)**

## Summary of Teaching Load

	Undergraduate courses	Postgraduate courses
Fall semester load (in teaching hours)		
Spring semester load (in teaching hours)		
Summer semester load (in teaching hours)		
Total load (in teaching hours)		
Total no. of students (Fall-Spring-Summer)		
Total no. of new courses taught (Fall-Spring-Summer)		
Students' evaluation weighted average		

**Supervision of Undergraduate Senior Projects (completed)**

Student's Name	Senior Project Title	Completion date

**Supervision of Postgraduate Senior Projects (completed)**

Student's Name	Senior Project Title	Completion date

**Please provide any other comments related to Accessibility, Supervision and Support for Taught Courses including Academic Advising (free text)**

[illegible]

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## B) Quality & Effectiveness (Including Instructional Publications) (.45)

### New/Revised Instructional Publication / Material/Activities/Methodology

Course Code	New course <input type="checkbox"/> Revised <input type="checkbox"/>
Course Title	
Publication Type (multiple selections allowed)	handouts <input type="checkbox"/> slides <input type="checkbox"/> course manual <input type="checkbox"/> web site <input type="checkbox"/> other (please specify):
Brief Description	Please describe briefly the contents and the objective of the documentation produced:

### Course Development / Revision

Course Code	
Course Title	
Course Type	elective <input type="checkbox"/> core <input type="checkbox"/>
Activity	new development <input type="checkbox"/> revision <input type="checkbox"/>
Status	in preparation <input type="checkbox"/> submitted <input type="checkbox"/> running <input type="checkbox"/>
Description	

### Program Development / Revision

Program Title	
Activity	new development <input type="checkbox"/> revision <input type="checkbox"/>
Status	in preparation <input type="checkbox"/> submitted <input type="checkbox"/> running <input type="checkbox"/>
Description	

Please provide any other comments related to Instructional Innovation / Revision, Course and Program Development/Revision (free text)

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### C) Willingness, Cooperation and Flexibility (.30)

**Please provide any comments related to Willingness, Cooperation and Flexibility (free text)**

--

**Research Activities of last 2 years** (copy & paste templates for multiple instances, delete templates if not needed):

#### Journal Publications

Author(s)	
Title	
Journal	
Impact factor	
Status	submitted <input type="checkbox"/> 1 <sup>st</sup> revision <input type="checkbox"/> 2 <sup>nd</sup> revision <input type="checkbox"/> in print <input type="checkbox"/> published <input type="checkbox"/>
Submission	refereed <input type="checkbox"/> invited <input type="checkbox"/>

If published, please indicate:

Volume	
Pages	
Year	

#### Conference/Symposium/Workshop presentations

Author(s)	
Title	
Conference	
Place/Date	
Status	submitted <input type="checkbox"/> accepted <input type="checkbox"/> presented <input type="checkbox"/>
Submission	refereed <input type="checkbox"/> invited <input type="checkbox"/>

If presented, please indicate:

Pages	
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Year	
Funding	Univ. (full) <input type="checkbox"/> Univ. (part) <input checked="" type="checkbox"/> self-funded <input type="checkbox"/> research project <input type="checkbox"/>

### Research Projects

Title	
Funding Organization	
Role in project	
Status	in writing <input type="checkbox"/> submitted <input type="checkbox"/> in negotiation <input type="checkbox"/> unsuccessful <input type="checkbox"/> running <input type="checkbox"/>

If running, please indicate:

Budget	
Project duration	

### Book Chapters

Author(s)	
Title	
Book	
Editor	
Status	submitted <input type="checkbox"/> 1 <sup>st</sup> revision <input type="checkbox"/> 2 <sup>nd</sup> revision <input type="checkbox"/> in print <input type="checkbox"/> published <input type="checkbox"/>

If published, please indicate:

Pages	
Year	

### Books

Author(s)	
Title	
Publisher	
Status	in writing <input type="checkbox"/> submitted <input type="checkbox"/> in print <input type="checkbox"/> published <input type="checkbox"/>

If published, please indicate:

Pages	
Year	

### Creative Works

Brief Description	Please provide a brief description of the work. Indicate any reviews of the work (if available)
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### Performances

Place	
Date	
Brief Description	Please provide a brief description of the performance. Indicate any reviews of the work (if available)



**Contribution in Research Conference/Event Organization**

Event Name	
Role in Organization	

**Please provide any comments related to research activities (free text)**

--

**University & Professional Activities** (copy & paste templates for multiple instances, delete templates if not needed):

**A. SERVICE TO THE UNIVERSITY, COMMUNITY (.60)****Committee Memberships**

Committee name	
Work Accomplished	Please provide a brief summary of the committee work for this academic year:

**Committee Memberships (External Organization)**

Committee name	
Work Accomplished	Please provide a brief summary of the committee work for this academic year:

**Contribution in Event Organization**

Event Name	
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Work Accomplished	Please provide a brief summary of your contribution in the event:
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**Other Service (including funded activities /work)**

Service Description	
Work Accomplished	Please provide a brief summary of your service to the university:

**Please provide any other comments related to Service to the University, Community (free text)**

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**B. SERVICE TO THE PROFESSION AND SELF-DEVELOPMENT (.40)**

**Reviewing Activity**

Review type	book <input type="checkbox"/> journal <input type="checkbox"/> conference <input type="checkbox"/> project <input type="checkbox"/>
Book, Journal, Conference, Research Organization Title	
Number of Books, Chapters, Papers, or Projects reviewed	

**Training Activity**

Activity type	

**Please provide any other comments related to Service to the Profession and Self-Development (Life Long Learning) (free text)**

## **APPENDIX F**

### **PERFORMANCE CATEGORIES AND BEHAVIORS/ACTIVITIES EVALUATED**

#### **1. Teaching**

##### **a. Accessibility, Supervision and Support for Taught Courses**

The extent to which the faculty member is available to students outside the classroom for assistance in clarifying difficult concepts, as well as in providing constructive assistance to students for their projects.

##### **b. Quality and Effectiveness (including Instructional Publication)**

**The adequacy of knowledge in the field of expertise, level of preparedness and effectiveness of delivery/communication of the faculty member in teaching assigned courses, reaching teaching objectives, the ability to create a positive, challenging and stimulating**

**learning environment in the classroom, degree of interest in the students, as well as taking time to answer questions and clarify/explain concepts, punctuality in meeting classes, class cancellation and rescheduling.**

The degree to which the faculty member develops and implements non-traditional instructional methods, including, but not limited to, experiential techniques, interactive processes and multi-media (e.g. business games), as well as the involvement in new /revised instructional publications / material / activities/ methodology, development/ revision of new courses and programs of study, and committee work for program and course development/revision.

c. Willingness, Cooperation and Flexibility

The degree to which the faculty member is willing to perform teaching duties asked of him/her in his/her field of expertise, as well as the ability to maintain a positive attitude in working well with others to develop/participate in interdisciplinary programs, and achieve the goals and objectives of the Department, the School and the University.

**NOTE:** See also 6.1.1. above.

**All above teaching behaviors/activities may be evidenced, among others, through faculty self-evaluation, student evaluations, training certificates, assessment and records kept by the Chairperson of Department and the Dean of School, and/or assessment by the Review Committee. In addition, student interviews (optional and only used for investigating certain events, if necessary), peer review and class observation (by the Chairperson of Department, the Dean of School and two faculty members chosen by the member involved, if requested by the faculty member or teaching personnel member) may be used.**

**2. Research**

## **Quality and Adequacy of Research**

The level/quality and adequacy of intellectual productivity of the faculty member's scholarly/academic research/contributions in refereed journals, international conference proceedings, scholarly books, and other equivalent intellectual contributions, the extent of the effort of the faculty to apply his/her research and attract research grants, as well as the efforts of the faculty member to mentor other less research-experienced faculty (and students) and/or include/encourage them in scholarly work.

**Journal Publications** – In evaluation, the Chairperson of Department and the Dean of School should take into consideration and comment upon the reputation and editorship of journals in which the faculty member has published and the nature of the reviews received for published books. Evaluation of the quality of the publication is essential. For major personnel decisions (e.g., promotion) external evaluation of the publication(s) may be required.

These may be defined as: Paper published in a journal covered by the SCI, SSCI, AHCI core or expanded list. Paper published in a refereed international journal. Published book review, note to the editor, discussion. Book, book chapter or editorship published abroad. Conference paper or abstract presented in the proceeding of an international and refereed conference held regularly. Conference paper or abstract presented in the proceedings of an international conference, International conference organization, working paper/work in progress. Recordings, publications of original or arranged works of music, performances/workshops/ clinics/ master classes presented at international and refereed conferences).

**Conferences/ Symposiums/ Workshop presentations** - The Chairperson of Department and the Dean of School will be expected to evaluate such presentations on a similar basis to publications in learned journals - that is, taking into consideration the extent of external peer review

before acceptance of the paper and the prestige associated with having a paper accepted for presentation at that meeting.

**Research Projects** – In evaluating faculty members' funded research activity, the Chairperson and the Dean of School should take into consideration the aggressiveness with which the faculty members have sought out research opportunities (considering their availability of opportunities in their fields), the effectiveness with which faculty members have met the requirements established by the funding agency, the effectiveness with which the faculty members have worked with graduate assistants and colleagues, and the leadership which faculty members have provided on particular grants (as principal investigators, co-principal investigators, or major participants).

**Books and Book Chapters** - The Chairperson of Department and the Dean of School will be expected to evaluate such endeavors on a similar basis to publications in learned journals - that is, taking into consideration the extent of external peer review before publication of book/book chapter and the prestige associated with having a book/book chapter published.

**Creative works/Performances** – The Chairperson of Department and the Dean of School should take into consideration the amount of creative works/performances as well as reputation, comments and reviews received.

**Contribution in Research Conference/Event Organization** – The Chairperson of Department and the Dean of School should take into consideration the work and effort put in to organizing and heading research conferences as well as organizing events.

**NOTE:** See also 6.1.2 above.

**All above Research behaviors/activities may be evidenced, among others, through faculty self-evaluation (including documentation) and assessment by the Chairperson of Department, the Dean of School and the Review Committee.**

**The Chairperson of Department, the Dean of School and the Review Committee might take into consideration the individual's performance of Research for the year prior to the year under evaluation. However, one form of research per year will be a minimal requirement for each faculty member, together with an interim research/scholarship progress report of the academic year under evaluation.**

**3. Service to the University, Community and Profession and Self-Development**

a. Service to the University, Community

The number of committees, the intensity of work on committees and the chairing of committees. The degree of involvement as sponsor of student organizations/clubs, working with students outside the classroom, participation in activities and events sponsored by European University Cyprus, recruitment of students, publicity, and other contribution toward the improvement of the Department/School/University.

The level and quality of the faculty member's contributions to organizations in the external community. Membership, office held, service on board of directors, volunteer work, promoting the University to the wider community, organization/coordination of lecturers, contribution in event organization, conferences and workshops, public appearance (mass media, lectures and speeches), other service (including funded activities/work), consulting - approved by the University, and other service rendered to the Community.

b. Service to the Profession and Self-Development

**The degree and level of participation and involvement in professional organizations/associations. The degree to which the faculty member strives for continuous improvement in his/her teaching effectiveness and/or level of research by attending professional self-development seminars, training activities, through involvement with professional**

associations and/or reading of current literature, and by keeping up with developments, changes, and innovations in his/her disciplines(s) to stay current and be on the cutting edge of thinking in his/her field. Other service rendered to the Profession and to Self-Development.

NOTE: See also 6.1.3 above.

All above Service behaviors/activities may be evidenced, among others, through faculty self-evaluation and observation and assessment by the Chairperson of Department, the Dean of School and the Review Committee.

## APPENDIX G

### SUMMARY OF GRADING OF THE PERFORMANCE EVALUATION SYSTEM

#### Points on Specific Rating Class

<u>Evaluation Category</u>						
	Truly Outstanding	Exceeds Normal Expectations	Completely Satisfactory	Needs Improvement	Below Expectations Weak Performance	
<u>TEACHING</u>						<u>WEIGHT</u>
Accessibility, Supervision and Support for Taught Courses	5	4	3	2	1	0.25
Quality and Effectiveness (including	5	4	3	2	1	0.45



Instructional Publications)						
Willingness/Cooperation/ Flexibility	5	4	3	2	1	0.30
					<b>TOTAL TEACHING</b>	1.00
<b><u>RESEARCH</u></b>						<b><u>WEIGHT</u></b>
Quality/ Adequacy of Research (Published Research, Journal Publications, Conference/Symposium/ Workshop presentations, Research Projects, Books/Book chapters, Creative Works, Performances, Contribution in research conference/ Event organization, Papers submitted)	5	4	3	2	1	1.00
					<b>TOTAL RESEARCH</b>	
<b><u>SERVICE</u></b>						<b><u>WEIGHT</u></b>
Service to the University, Community	5	4	3	2	1	0.60
Service to the Profession and Self-Development	5	4	3	2	1	0.40
					<b>TOTAL SERVICE</b>	1.00

## APPENDIX H

### PERFORMANCE EVALUATION SYSTEM

<b>TEACHING: Accessibility / Supervision and Support for Taught Courses (25 percent of Teaching score)</b>	<b>Behavior Evaluated:</b> The extent to which the faculty member is available to students outside of class for assistance in clarifying difficult concepts, as well as providing constructive assistance to students for their projects. The consistency of maintaining office hours.
<u>Rating</u>	<u>Points</u> <u>Description of Behavior</u>

1.	Truly Outstanding	5	The faculty member consistently maintains office hours and is available to meet with students. She/he is readily accessible to assist with students' questions or problems. The faculty member demonstrates a highly positive attitude towards students. He/she is both willing and capable of providing superior advising that is thorough and consistently accurate.
2.	Exceeds Normal Expectations	4	The faculty member is accessible to students during office hours and often outside of office hours by appointment. She/he is willing to help students and provides complete and accurate advising for students.
3.	Completely Satisfactory	3	The faculty member is accessible to students during office hours and sometimes by appointment beyond office hours. She/he provides complete and accurate advising for students.
4.	Needs Improvement	2	The faculty member is not always accessible to students during office hours and may occasionally avail himself/herself to meet with students outside of office hours. Advising is not always complete and accurate.
5.	Below Expectations/Weak Performance	1	The faculty member may or may not be accessible to students outside of class, even during office hours. The attitude toward meeting with students is more one of inconvenience than of responsibility. The faculty member's attitude toward assisting students as well as his/her quality of advising is unacceptable.

**TEACHING: Quality and Effectiveness (45 percent of Teaching score)**

**Behavior Evaluated:** The adequacy of knowledge in the field of expertise, level of preparedness and effectiveness of delivery/communication of the faculty member in teaching assigned courses, reaching teaching objectives, the ability to create a positive, challenging and stimulating learning environment in the classroom, instructional publications such as course manual, degree of interest in the students, as well as taking time to answer questions and clarify/explain concepts, punctuality in meeting classes, class cancellation and rescheduling.

Rating		Points	Description of Behavior
1.	Truly Outstanding	5	The faculty member is an outstanding teacher who consistently demonstrates thorough and current knowledge of his/her field of expertise. She/he always comes to class prepared and uses effective traditional and non-traditional teaching methods and techniques. The faculty member takes definite measures to make the subject interesting and to create an environment

			<p>conducive to learning. He/she shows the highest degree of interest in the students, taking time to answer questions and clarify/explain concepts.</p> <p>The faculty member is perceived as setting high standards for students' performance, while being fair and consistent in testing and grading.</p> <p>The faculty member consistently develops and/or utilizes innovative instructional methods, including but not limited to, experiential techniques, interactive processes and multi-media (provided the University provides such facilities and are in compliance with Ministry of Education directives and relevant legislation). He/she is engaged in new course development and/or on-going review and updating of existing courses</p>
2.	Exceeds Normal Expectations	4	<p>The faculty member is an excellent and dedicated teacher who is knowledgeable of his/her field of expertise and comes to class prepared. She/he is effective in the delivery of the material and demonstrates interest in students having a positive and learning classroom experience. Students feel that tests are relevant to the material covered in class and that the faculty member is impartial in grading and student performance evaluation.</p> <p>The faculty member effectively incorporates innovative methods in teaching his/her classes and engages in on-going review and updating of existing course material. He/she voluntarily avails himself/herself in development/revision of new/existing programs.</p>
3.	Completely Satisfactory	3	<p>The faculty member is fairly effective in the classroom and demonstrates knowledge of the subject and preparation for each class. Delivery of the material is fairly effective, but allows limited interaction with the students. Testing and grading are perceived as mostly fair, but students feel they could be challenged more.</p> <p>The faculty member occasionally uses innovative methods in the classroom and periodically reviews and updates existing course material and participate in program development/revision.</p>
4.	Needs Improvement	2	<p>The faculty member shows no evidence of being an effective teacher. She/he does not demonstrate a thorough knowledge of the subject and is not always prepared for class. His/her delivery is less than effective and allows for little or no student interaction. She/he does not portray a high degree of interest in the students' learning and is not concerned about a positive classroom experience. Students often feel he/she is not interested in teaching. Tests are not always relevant to the subject and there is some confusion over grading.</p> <p>The faculty member shows no evidence of instructional innovation in the classroom but is willing to pursue new techniques when instructed. He/she may also (but not enthusiastically) get involved in program development/revision when asked</p>
5.	Below Expectations/Weak Performance	1	<p>The teaching performance of the faculty member is totally unacceptable. He/she needs improvement in all areas and shows little or no interest or motivation in doing so. Students do not feel they are learning anything from the classroom experience and the faculty member's</p>

			<p>delivery is uninteresting. Tests and grading are perceived as unfair and inconsistent</p> <p>The faculty member is void of instructional innovation and has no motivation to engage in such activities as well as program development/revision.</p>
<b>TEACHING:</b> <b>Willingness/Cooperation/</b> <b>Flexibility (30 percent of Teaching score)</b>			<b>Behavior Evaluated:</b> The degree to which the faculty member is willing to perform teaching duties asked of him/her in his/her field of expertise, as well as the ability to maintain a positive attitude in working well with others to develop/participate in inter-disciplinary programs, and achieve the goals and objectives of the Department, School and the University.
<u>Rating</u>		<u>Points</u>	<u>Description of Behavior</u>
1.	Truly Outstanding	5	<p>This faculty member is truly a team player. She/he not only demonstrates the willingness and flexibility to take on a variety of teaching assignments in his/her field of expertise or integrating inter-disciplinary work, but she/he often volunteers to do so when aware of the need and without being asked. She/he demonstrates a willingness to "do what it takes" in helping to meet the goals of his/her School/Department/European University Cyprus. She/he also demonstrates the extraordinary ability to work with others to accomplish assigned tasks. She/he cultivates and maintains positive relationships with others within/across schools/departments, avoiding politics or coalitions.</p>
2.	Exceeds Normal Expectations	4	<p>The faculty member willingly and enthusiastically takes on assigned teaching responsibilities when asked. She/he usually puts the school's/department's/Cyprus University's needs above his/her own needs and strives to get along with others.</p>
3.	Completely Satisfactory	3	<p>When asked, the faculty member will take on a variety of teaching assignments without complaints. He/she is generally respectful of others within/across schools/departments and displays self-control when dealing with others.</p>
4.	Needs Improvement	2	<p>The faculty member resists performing teaching duties beyond those normally assigned to him/her. Because she/he tends to be focused more on personal needs than the goals of the school/department/Cyprus University, she/he is not a team player and may attempt to distract others from being so.</p>
5.	Below Expectations/Weak Performance	1	<p>The faculty member refuses to take on teaching assignments beyond those normally assigned to</p>

			him/her. She/he spreads dysfunctional rumors and gossips about others or about the policies/goals of the University/school/department and creates a "us-them" atmosphere.
<b>RESEARCH: Quality/Adequacy of Research (Published Research, Journal Publications, Conference/Symposium/Workshop presentations, Research Projects, Books/Book chapters, Creative Works, Performances, Contribution in research conference/Event organization, Papers submitted)</b>		<b>Behavior Evaluated:</b> The level/quality and adequacy of intellectual productivity of the faculty member's scholarly/academic research/contributions in refereed journals, international conference proceedings, scholarly books, and other equivalent intellectual contributions, the extent of the effort of the faculty to apply his/her research and attract research grants, as well as the efforts of the faculty member to mentor other less research-experienced faculty (and students) and/or include/encourage them in scholarly work.	
<b>Rating</b>		<b>Points</b>	<b>Description of Behavior</b>
1.	Truly Outstanding	5	The faculty member is an outstanding researcher and contributor to the research mission of the School. He/she has exceeded the minimum research requirements for publications in refereed journals (or equivalent intellectual contributions consisting of any combinations of the following: international conference proceedings & published presentations; first edition scholarly books; chapters in books; invited articles; or grants funded). In addition, the faculty member consistently seeks out and works with junior/less research experienced faculty to help them become more productive in the area of intellectual contributions.
2.	Exceeds Normal Expectations	4	The faculty member is a good researcher interested in contributing to the research mission of the School. Has met the minimum research requirements for publication in refereed journals. Other intellectual contributions may consist of any combinations of the following over the past three/four calendar years: international conference proceedings/published presentations; second edition scholarly books; online supplements of scholarly books; chapters in books; invited articles; or grants funded. In addition, the faculty member willingly and enthusiastically works with junior/less research experienced faculty to help them enhance their intellectual contributions
3.	Completely Satisfactory	3	The faculty member is not outstanding in the area of scholarly productivity, has not met the minimum research requirements, but has contributed to the research mission of the University/School through: international conference papers accepted or presented; rewrite and re-submit of journal articles; chapters published in books; book reviews; published instructor's manual, workbook or study

			guide; online supplements of scholarly books. In addition, the faculty member willingly works with junior/less research experienced faculty to help them enhance their intellectual contributions.
4.	Needs Improvement	2	The faculty member has not contributed to the research mission of the University over the last two /three calendar years, but he/she has demonstrated efforts to do so through submission of journal articles to non-refereed journals and/or has demonstrated efforts to gain competence in scholarly research through attendance at seminars, workshops, etc. In addition, the faculty member willingly works with other faculty in an effort to mentor them or include them in scholarly work.
5.	Below Expectations/Weak Performance	1	The faculty member has not contributed to the research mission of the University, and he/she has demonstrated no efforts to gain competence in scholarly research. In addition, the faculty member has not worked with other faculty in an effort to mentor them or include them in scholarly work.
<b>SERVICE: Service to the University, Community (60 percent of Service score)</b>		<b>Behavior Evaluated:</b> The number of committees, the intensity of work on committees and the chairing of committees. The degree of involvement as sponsor of student organizations/clubs, working with students outside the classroom, participation in activities and events sponsored by Cyprus University, recruitment of students, publicity, and other contribution toward the improvement of the Department/School/University. The level and quality of the faculty member's contributions to organizations in the external community. Membership, office held, service on board of directors, volunteer work, promoting the University to the wider community, organization/coordination of lecturers, conferences and workshops, public appearance (mass media, lectures and speeches), consulting - approved by the University, and other service rendered to the Community Activities.	
<b>Rating</b>		<b>Points</b>	<b>Description of Behavior</b>
1.	Truly Outstanding	5	<p>The faculty member serves on multiple standing and/or ad hoc committees and consistently attends meetings. She/he chairs at least one of these committees. He/she enthusiastically volunteers for multiple service involvement (e.g., sponsorship of a student association, consistent participation in and attendance at School/University activities and events). She/he volunteers for special assignments that arise and are beyond the scope of regular, routine service expectations.</p> <p>The faculty member is outstanding in both the quantity and quality of community activities/projects. She/he willingly volunteers to provide professional services(both on a fee basis and/or pro-bono) to organizations utilizing his/her expertise. Activities may include, but are not limited to, consulting services, advising services, training services, meetings with groups, service on board of directors, and carrying out special projects of an</p>

			economic development nature. She/he readily responds to the request from the community for assistance and is much sought after for his/her expertise.
2.	Exceeds Normal Expectations	4	<p>The faculty member serves on multiple committees. He/she has not served as chair during the calendar year. She/he attends meetings regularly. The faculty member willingly volunteers to participate in and/or attend most School/University activities and events</p> <p>The faculty member willingly and enthusiastically provides professional service when asked by the Dean/Department chair and performs these services in an outstanding manner. She/he willingly undertakes a variety of activities and projects when sought by the external community.</p>
3.	Completely Satisfactory	3	<p>The faculty member serves on at least one committee. She/he attends meetings regularly and contributes to the work of the committee. The faculty member, when asked, participated in some service activities of the University/School over the calendar year</p> <p>The faculty has been involved in some community projects/activities over the past years utilizing his/her professional expertise.</p>
4.	Needs Improvement	2	<p>The faculty member serves on at least one committee that has met on numerous, but infrequent occasions but has not produced tangible results. The faculty member, when asked, has participated in minimum service activities of the University/School over the calendar year.</p> <p>The faculty has been involved in very few community projects/activities over the past few years utilizing his/her professional expertise.</p>
5.	Below Expectations/Weak Performance	1	<p>The faculty member does not serve on any committee, or serves on a committee that has met on a limited basis or not at all, and/or has produced no tangible outcomes of its meetings. The faculty member has not participated in any service activities of the University/School over the calendar year.</p> <p>The faculty has not been involved in any community projects/activities over the past year utilizing his/her professional expertise.</p>
<b>SERVICE: Service to the Profession and Self-Development (40 percent of Service score)</b>		<b>Behavior Evaluated:</b> The degree and level of participation and involvement in professional organizations/associations. The degree to which the faculty member strives for continuous improvement in	



		his/her teaching effectiveness and/or level of research by attending programs, courses and professional self-development seminars, through involvement with professional associations and/or reading current literature, and by keeping up with developments, changes, and innovations in his/her disciplines(s) to stay current and be on the leading edge of thinking in his/her field. Other service rendered to the Profession and to Self-Development.	
<u>Rating</u>		<u>Points</u>	<u>Description of Behavior</u>
1.	Truly Outstanding	5	The faculty member holds membership in multiple professional organizations/associations and consistently attends meetings. She/he served in various capacities over the calendar year, as an officer, program chair, session chair, paper reviewer or other special assignments or projects such as surveying members, site selection committee or other committee member. The faculty member is strongly self-motivated toward continuously improving his/her teaching effectiveness through attending training schemes/programs and professional self-development seminars, through involvement with professional associations and/or reading current literature (provided financial support/time off are given). She/he consistently keeps up with developments, changes, and innovations in his/her disciplines(s) to ensure she/he stays current and is on the frontier of his science and on the leading edge of thinking in his/her field.
2.	Exceeds Normal Expectations	4	The faculty member holds membership in at least one professional organization/association and consistently attends meetings. Over the calendar year, she/he served in at least two capacities as an officer, session chair, paper reviewer or other special assignment. The faculty member demonstrates a willingness to engage in self-development activities made available to him/her, such as attend training schemes/programs. She/he remains abreast of knowledge and developments in her/his discipline(s).
3.	Completely Satisfactory	3	The faculty member holds membership in at least one professional organization/association. Over the calendar year, she/he served in at least one capacity as program chair, session chair, paper reviewer or other special assignment. The faculty member will engage in self-development opportunities when encouraged and/or supported by the University/School/Department, and attempts to keep current in his/her field.
4.	Needs Improvement	2	The faculty member holds membership in at least one professional organization/association and has attended its meetings over the calendar year. Even when asked/suggested/encouraged to engage in

			self-development, the faculty member shows little interest in refining his/her professional skills or keeping up with changes in his/her field.
5.	Below Expectations/Weak Performance	1	The faculty member does not maintain membership in professional organizations/associations, or if she/he does, has not attended any of its meetings or participated in any way over the calendar year. The faculty member's professional skills are weak and his/her knowledge is not current. Further, she/he refuses to engage in professional self-development even when made available to him/her and/or supported by the University/School/department.

## APPENDIX I

### PERFORMANCE EVALUATION SYSTEM

#### ACTIVITIES PLAN

Academic Years: 20\_\_ – 20\_\_

NAME: .....

DEPT: ..... SCHOOL: .....

All areas of faculty and teaching personnel activities / behaviors included in the annual performance evaluation must be included in a plan for the upcoming academic year. The total weight must equal 100%, as follows:

#### 1. Faculty

<u>Evaluation Category</u>	<u>Weight Range</u>	<u>Selected Weight</u>
Teaching	30% - 60%	_____
Research	30% – 60%	_____
Service to the University, Community and Profession, and Self-Development	10% - 30%	_____

**TOTAL**

**100%**

**100%**

2. Special Teaching Personnel (Instructors and Senior Instructors) Weight Factors

<u>Evaluation Category</u>	<u>Weight Range</u>	<u>Selected Weight</u>
Teaching	60% - 80%	_____
Research	0% – 30%	_____
Service to the University, Community and Profession, and Self-Development	10% - 30%	_____
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

(Note: Teaching Personnel who receive teaching load reduction for research and/or doctoral studies will be evaluated as Faculty members. Teaching Personnel with 18 credit hour teaching load per semester can select a weight up to 90% for Teaching.)

At the completion of the evaluation period, both faculty and teaching personnel must submit to the Chairperson documentation that supports and reflects their performance.

## **APPENDIX J**

### **PERFORMANCE EVALUATION SCORING WORKSHEET**

**ACADEMIC YEARS 20.... – 20...**

**SCHOOL OF .....**

**DEPT. OF .....**

### **PERFORMANCE EVALUATION SCORING WORKSHEET**

<b>NAME OF FACULTY MEMBER/SPECIAL TEACHING PERSONNEL EVALUATED</b>	
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<b>DATE OF EVALUATION</b>	
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<b>CHAIRPERSON</b>	
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<b>DEAN OF SCHOOL</b>	
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<b>EVALUATION CATEGORY</b>	<b>Truly Outstanding</b>	<b>Exceeds Normal Expectations</b>	<b>Completely Satisfactory</b>	<b>Needs Improvement</b>	<b>Below Expectations/ Weak Performance</b>
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**1. Teaching**

**Weights    Total**

<b>A. Accessibility, Supervision and Support for Taught Courses</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0.25</b>	
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**Comments:**

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<b>B. Quality and Effectiveness including Instructional Innovation</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0.45</b>	
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**Comments:**

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						<b>Weights</b>	<b>Total</b>
<b>C. Willingness / Cooperation / Flexibility</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0.30</b>	

**Comments:**

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<b>TOTAL TEACHING</b> Multiply score of each dimension with dimension's weight and record the answer to dimension Total Box. Then add all totals for each dimension and record in the Total Teaching Box
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## **PERFORMANCE EVALUATION SCORING** **WORKSHEET**

<b>EVALUATION CATEGORY</b>	<b>Truly Outstanding</b>	<b>Exceeds Normal Expectations</b>	<b>Completely Satisfactory</b>	<b>Needs Improvement</b>	<b>Below Expectations/ Weak Performance</b>
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### 2. **Scholarship / Research Activities** (for the current Academic year)

	<b>Weights</b>						<b>Total</b>
<b>Quality/Adequacy of Research (Published Research, Journal Publications, Conference/Symposium/Workshop presentations, Research Projects, Books/Book chapters, Creative Works, Performances, Contribution in research conference/Event organization or any other form of artistic activity and research, Papers submitted)</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1.00</b>	

**Comments for Research:**





**TOTAL RESEARCH**

**Multiply score of each dimension with dimension's weight and record the answer to dimension Total Box. Then add all totals for**

each dimension and record in the Total  
Research

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## PERFORMANCE EVALUATION SCORING WORKSHEET

EVALUATION CATEGORY	Truly Outstanding	Exceeds Normal Expectations	Completely Satisfactory	Needs Improvement	Below Expectations/ Weak Performance
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### 3. Service

						Weights	Total
<b>A.</b> Service to the University, Community	5	4	3	2	1	0.60	

### Comments:

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<b>B.</b> Service to the Profession and Self- Development	5	4	3	2	1	0.40	
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**Comments:**

TOTAL SERVICE

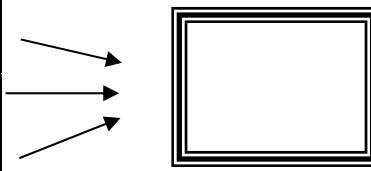


**Comments for Service:**

## **OVERALL PERFORMANCE SCORE**

### OVERALL PERFORMANCE SCORE

(Copy Total scores for each Evaluation Category and multiply by the Selected weight for each Evaluation Category)

Overall Adjusted Score	Total Score X	Weight	= Adjusted Score	
Teaching				
Scholarship/Research				
Service				

Comments for Overall Performance (e.g. in terms of Laureate DNA competencies):

What behaviors of the faculty member/teaching personnel are particularly effective and should be continued?

**What should the faculty member/teaching personnel start doing, stop doing, or do differently?**

**Chairperson's Signature:** .....

**Date:** .....

**Dean's Signature:** .....

**Date:** .....

[illegible]

[illegible]

[illegible]



**Comments by Review Committee Member:**  
(Separately by each Committee member)

[illegible]

[illegible]

**Comments by Review Committee Member:**  
(Separately by each Committee member)

### Summary of Review Committee:

[illegible]

[illegible]

**TO BE COMPLETED BY FACULTY MEMBER/SPECIAL TEACHING PERSONNEL BEING EVALUATED**

- Given my contribution to the Department/School/European University Cyprus, I Agree/Disagree with my performance evaluation.

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- I understand why I was evaluated the way I was.

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- What can the Department/School/University do to help you improve your performance?

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**Faculty Member/Special Teaching Personnel's Signature:**

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**Date:** .....

# APPENDIX K

## Performance Evaluation Scoring Worksheet (Faculty and STP Members on Probation)

Faculty Member's Name:	
Rank and Title:	
School:	
Department:	
Review Period:	

5_Truly outstanding:	Performance is consistently superior and significantly exceeds position requirements.	5_Truly outstanding	4_Exceeds Normal Expectations	3_Completely Satisfactory	2_Needs Improvement	1_Below Expectations/Weak	N/A_ Not Applicable
4_Exceeds Normal Expectations:	Performance frequently exceeds position requirements.						
3_Completely Satisfactory:	Performance consistently meets position requirements.						
2_Needs Improvement:	Performance meets some, but not all position requirements.						
1_Below Expectations/Weak:	Performance consistently fails to meet minimum position requirements; employee lacks skills required or fails to utilize necessary skills.						
N/A_ Not Applicable:	Employee has not been in position long enough to have demonstrated the essential elements of the position and will be reviewed at a later agreed upon date.						
<b>TEACHING</b>							
Please indicate the appropriate score by ticking the box (5 being the highest and 1 being the lowest)							Total
•Quality & Effectiveness of teaching (including Instructional publication, course outlines, Exams & Final Grade Rosters)  <i>Brief comments:</i>							
•Instructional innovations, course & program development/revision  <i>Brief comments:</i>							
•Accessibility, supervision and support for taught courses  <i>Brief comments:</i>							
•Willingness/ cooperation/ flexibility  <i>Brief comments:</i>							
•Organization, effectiveness and efficiency in student advising  <i>Brief comments:</i>							



5_Truly outstanding:	Performance is consistently superior and significantly exceeds position requirements.	5_Truly outstanding	4_Exceeds Normal Expectations	3_Completely Satisfactory	2_Needs Improvement	1_Below ExpectationsWeak	N/A_ Not Applicable
4_Exceeds Normal Expectations:	Performance frequently exceeds position requirements.						
3_Completely Satisfactory:	Performance consistently meets position requirements.						
2_Needs Improvement:	Performance meets some, but not all position requirements.						
1_Below Expectations/Weak:	Performance consistently fails to meet minimum position requirements; employee lacks skills required or fails to utilize necessary skills.						
N/A_ Not Applicable:	Employee has not been in position long enough to have demonstrated the essential elements of the position and will be reviewed at a later agreed upon date.						

*Comments for TEACHING:*

**TOTAL TEACHING:** Please add the total from each part and record the sum in the Total Teaching Box.

#### SCHOLARSHIP/ RESEARCH ACTIVITIES

**Please indicate the appropriate score by ticking the box (5 being the highest and 1 being the lowest)**

**Total**

•Quality/ Adequacy of Research (Published Research, books, Conference/ Symposium/ Workshop presentation, Journal publication, book chapter, research project, creative work and performance, research grants received and mentorship).

☐
☐
☐
☐
☐
☐

*Comments for RESEARCH:*

**TOTAL RESEARCH:** Add total in the Total Teaching Box.

5_Truly outstanding:	Performance is consistently superior and significantly exceeds position requirements.	5_Truly outstanding	4_Exceeds Normal Expectations	3_Completely Satisfactory	2_Needs Improvement	1_Below Expectations/Weak	N/A_ Not Applicable
4_Exceeds Normal Expectations:	Performance frequently exceeds position requirements.						
3_Completely Satisfactory:	Performance consistently meets position requirements.						
2_Needs Improvement:	Performance meets some, but not all position requirements.						
1_Below Expectations/Weak:	Performance consistently fails to meet minimum position requirements; employee lacks skills required or fails to utilize necessary skills.						
N/A_ Not Applicable:	Employee has not been in position long enough to have demonstrated the essential elements of the position and will be reviewed at a later agreed upon date.						

### SERVICE

Please indicate the appropriate score by ticking the box (5 being the highest and 1 being the lowest)							Total
•Service to the University <i>Brief explanation:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
•Service to the community <i>Brief explanation:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
•Service to the profession and self-development <i>Brief explanation:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments for SERVICE:</i>							
TOTAL SERVICE: Please add the total from each part and record the sum in the Total Teaching Box.							

### Overall Performance Score

Copy Total scores for each Evaluation Category

	Total Score		Overall Score
Teaching		→	
Scholarship/Research		→	
Service		→	

### To be completed by the Chairperson of the Department and Dean of the School

- Faculty has successfully completed the probation period
- Faculty's probation has been extended to a period of
- Faculty has not completed probation successfully and termination is recommended (Consult with Human Resources Department)

Recommendation(s):

Chairperson's Signature:

Date:

Commends/Observations:

Recommendation(s):

Dean's Signature:

Date:

## APPENDIX L

### INTERIM PERFORMANCE FEEDBACK

Faculty

Name: .....

School: .....

Department:.....

Areas or/and objectives set jointly by the Dean, Chairperson and the evaluated Faculty member for action and development in the next two academic years	Interim Feedback and Resetting of Objectives	<u>Comments</u>
<u>Teaching:</u>	<u>Teaching:</u>	
<u>Research:</u>	<u>Research:</u>	
<u>Service to: the University, the Community, the Profession and Self -Development:</u>	<u>Service to: the University, the Community, the Profession and Self -Development:</u>	
<u>Other (eg. 'UE Professor DNA/Laureate DNA Competencies'):</u>	<u>Other (eg. 'UE Professor DNA/Laureate DNA Competencies')::</u>	
<u>Signatures:</u>	<u>Signatures:</u>	<u>Other:</u>

<b>Dean:</b> ..... <b>Chairperson:</b> ..... <b>Faculty Member:</b> .....  <b>Date:</b> ..... ...	<b>Dean:</b> ..... .. <b>Chairperson:</b> ..... .. <b>Faculty Member:</b> ..... ..  <b>Date:</b> ..... ..	
--	---	--

☒☐ None-First Semester

- ☐ None-First Semester
- ☐ 4.00-3.60
- ☐ 3.59-3.00
- ☐ 2.99-2.60
- ☐ 2.59-2.00
- ☐ 1.99-1.60
- ☐ 1.59-1.00
- ☐ Below 1.00

☐ FRESHMAN

☐ SOPHOMORE

☐ JUNIOR

☐ SENIOR

☐ A      ☐ B      ☐ C      ☐ D      ☐ F

IS THIS COURSE A REQUIREMENT? ☐ YES ☐ NO

A. Is the language clear? ☐ YES ☐ NO

B. Do the exercises/examples help you to understand the material? ☐ YES ☐ NO

C. Is the book interesting? ☐ YES ☐ NO

**5=highest/1=lowest**

1. The instructor covers the material stated on the course outline.
2. The instructor seems prepared for each class.
3. The material is taught in a clear way.
4. Difficult points are clearly explained.
5. The instructor seems to like the material he teaches.
6. The instructor makes the course interesting and useful with examples.
7. The instructor uses the whiteboard and other means to help students understand points.
8. The instructor seems to be up-to-date/modern in his course material/method.
9. The instructor encourages student questions and discussions.
10. The instructor gives students in the class a chance to express their ideas and opinions.
11. The instructor is available to see students and help them with their classwork.
12. Homework/classwork and exams/tests are given on the material in the course.
13. Exams are returned within the next three class meetings.
14. The instructor makes available answers or explanations to exams/tests/graded presentations.

- 5 4 3 2 1
- ☐ ☐ ☐ ☐ ☐

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- ☐
- ☐
- ☐
- ☐
- ☐

15. The grading system for this class is clearly explained.

16. The instructor seems to use the same way of grading to all students.

17. This course gives me the expected information/training.

18. The class begins and ends on time.

19. The instructor keeps control in the class.

20. I would be glad to take classes from this instructor again, and I would recommend him/her to other students.

Write clearly in CAPITAL LETTERS in the boxes provided:

21. What did you like most about this course?

[illegible]

22. What would you change about the course?

[illegible]

23. What did you like most about this instructor?

[illegible]

24. What should the instructor do to improve his/her teaching?

[illegible]

A. Course/Section: 

A	C	C	1	1	3	B
---	---	---	---	---	---	---

 B. Instructor Code: 

B	U	S	1	1	3
---	---	---	---	---	---

 C. Semester: 

S	2	0	1	1
---	---	---	---	---

A. Course/Section: 

A	C	C	1	1	3	B
---	---	---	---	---	---	---

 B. Instructor Code: 

B	U	S	1	1	3
---	---	---	---	---	---

 C. Semester: 

S	2	0	1	1
---	---	---	---	---

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<b>Town:</b> Engomi, Nicosia	<b>Payment Terms:</b> 30% in Advance, 40% with delivery, 40% with installation
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<b>Fax:</b> +357 22 662051	<b>Page:</b> 1 of 5
<b>Website:</b> www.euc.ac.cy	<b>Details:</b> Dental School

Qty	Item Code	Manufacturer	Description	Unit Price	Amount
1			Dental Air and Dental Vacuum Piping Installation	25.682,00	25.682,00
1			Dental Air Systems P9000 & Dental Vacuum System V12000	82.500,00	82.500,00
2			Dental Chairs Sirona Intego Ambidextrous	17.900,00	35.800,00
2			Dental Chairs Sirona Intego Pro Ambidextrous	21.800,00	43.600,00
3			Dental Chairs Sirona Intego	16.000,00	32.000,00
10			Dental Cabinets for Clinic	4.790,00	47.900,00
2			Reverse Osmosis Commercial System 45l/h	3.500,00	7.000,00
1			Wall Dental Xray GENDEX GXIO-770	2.700,00	2.700,00
1			Portable Dental Xray Unit Nomad Pro 2	5.850,00	5.850,00
2			Digital Xray Phosphors plates Vistascam Mini Plus	6.750,00	13.500,00
2			Dental Intra Oral Cameras Vistacam IX	2.100,00	4.200,00

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 info@orphanosgroup.net

**Dentalcon Ltd**  
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 3020 Limassol -Cyprus  
 Phone: +357 25 877240, Fax: +357 25877241  
 info@orphanosgroup.net

For Healthpro Ltd & Dental con Ltd Customer

Signature

Name:

Healthpro

Dentalcon Vat No.: 10117018A



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<b>Website:</b>	www.euc.ac.cy	<b>Details:</b>	<b>Dental School</b>

1		Dental Simulator Room – 21 KaVo Simulation MockHeads 5197 and Room Cabinets	313.750,00	313.750,00
1		Cabinets in Sterilization and Washing Area	13.943,00	13.943,00
1		Ultrasonic cleaner unit Coltene Biosonic UC150 + Accessories	1.340,00	1.340,00
1		Washer Disinfecter Steelco DS600/2 Double Door with 4 level basket with washing arms & 8pcs 1/1 net DIN Baskets	15.344,00	15.344,00
1		Sealer W&H Seal2	470,00	470,00
1		Sterilizer Tuttnauer 3870HSG	15.255,00	15.255,00
2		Handpieces Cleaning & Lubricating KaVo Quattrocare Plus	1.650,00	3.300,00
21		Dental Laboratory Handpieces PERFECTA 900 with Handpiece LA-9 & LA-66	2.270,00	47.670,00
2		Gypsum Trimmer	600,00	1.200,00
4		Gypsum Vibrator	320,00	1.280,00
4		Plastic decanter with collection bag	290,00	1.160,00

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*For Heal*

*Signatur*

*Name: %*

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<b>Website:</b> www.euc.ac.cy	<b>Details:</b> Dental School

1	Dental Clinical Lab Cabinets	64.284,00	64.284,00
7	Doctors Stools Sirona Paul	490,00	3.430,00
40	Doctors Stools Mepix 1025B	220,00	8.800,00
1	Contra Angle Handpieces 1:1. 21pcs KAVO 20ES, 2pcs W&H WK-56LT, 5pcs W&H WG56 LT (TOTAL 28)	8.714,00	8.714,00
6	Straight low speed handpieces	174,00	1.044,00
1	Dental Handpieces High-speed. 25pcs KAVO SMARTorque, 2pcs W&H SYNEA FUSION TG97 (Total 27)	10.320,00	10.320,00
28	Couplings for turbines	130,00	3.640,00
1	Dental Instruments Starting Kit	2.650,00	2.650,00
1	Portable Endodontic Motor	2.350,00	2.350,00
5	Polymerazation Lights Ivoclar Vivadent	1.100,00	5.500,00
10	Polymerazation Lights Woodpecker	90,00	900,00

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*For Health,*

*Signature:*

*Name: ....*

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<b>Website:</b> www.euc.ac.cy	<b>Details:</b> Dental School

1		3D Panoramic Xray - SIRONA ORTHOPHOS XG 3D	70680,00	70680,00
3		Haptic SIMULATOR MOOG SIMODONT	64483,00	193449,00
1		Dental Microscope Ecleris OM100/FELDO	9900,00	9900,00
			<b>Net Value</b>	<b>1.116.806,00</b>
			<b>Plus Vat 19%</b>	<b>212.193,14</b>
			<b>Total</b>	<b>1.328.999,14</b>

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For Healthpro

Signature

Name: 

Healthpro \

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<b>Page:</b>	5 of 5
<b>Details:</b>	<b>Dental School</b>

## Όροι Πώλησης, Παράδοσης και Πληρωμής

### 1. Ανάλυση τιμής

Τιμή προσφοράς	€ 1.116.806,00
Ποσό Φ.Π.Α 19%	€ 212.193,14
<b>Τελική τιμή</b>	<b>€ 1.328.999,14</b>

2. Ο προμηθευτής παραμένει συνιδιοκτήτης των εμπορευμάτων μέχρι την τελική τακτοποίηση των λογαριασμών του αγοραστή.

### 3. Εγγύηση:

**Όροι εγγύησης:** Η εταιρία μας δίνει εγγύηση στα μηχανήματα της για την σωστή λειτουργία τους για περίοδο \_\_\_\_\_ (ορίζετε πάντοτε από τον κατασκευαστή) από την ημερομηνία έκδοσης του τιμολογίου υπό τις παρακάτω προϋποθέσεις:

Σε περίπτωση εξακριβωμένων παραπόνων, η εταιρία μας θα προχωρήσει με το αίτημα (εφόσον συμπεριλαμβάνεται στην εγγύηση) με δωρεάν επιδιόρθωση του μηχανήματος.

Η εταιρία μας δεν ευθύνεται για ζημιές που προκλήθηκαν συνέπεια φυσικής φθοράς λόγω χρήσης, ανάρμοστου χειρισμού, καθαρισμού και συντήρησης, την αθέτηση των οδηγιών χρήσης και εγκατάστασης, την αποσιτάμωση ή την διάβρωση, την μόλυνση του αέρα, την παροχή και τις χημικές ή ηλεκτρικές επιρροές που είναι ασυνήθιστες όπως προβλέπουν οι οδηγίες χρήσης και συντήρησης του κατασκευαστή. Στη εγγύηση δεν καλύπτονται λάμπες ή οπτικές ίνες από γυαλί και ίνες γυαλιού γυαλικά ή λαστιχένια μέρη και την εξασθένηση του χρώματος πλαστικών μερών.

Εγγύηση δεν θα ισχύει αν η φθορά ή οι συνέπειες οφείλονται σε κακομεταχείριση ή τροποποίηση του μηχανήματος από τον πελάτη ή από τρίτο άτομο.

Παράπονα θα λαμβάνονται υπόψη μόνο με την παρουσίαση απόδειξης της αγοράς του μηχανήματος ή αντιγράφου του τιμολογίου ή απόδειξη παράδοσης. Πρέπει να αναγράφεται η ημερομηνία αγοράς, το μοντέλο και το serial number.

### 4. Πληρωμή

A. Προκαταβολή **30%** του συνολικού ποσού της παραγγελίας, κατά την υπογραφή της συμφωνίας.

B. 40% κατά την παράδοση και 30% κατά την εγκατάσταση

- Σε περίπτωση που τα εμπορεύματα δεν μπορούν να παραληφθούν από τον αγοραστή στην συμφωνημένη ημερομηνία για οποιονδήποτε λόγο, ο αγοραστής έχει υποχρέωση να πληρώσει το **40%** της συμφωνίας και το υπόλοιπο **10%** κατά την παράδοση / εγκατάσταση.
- Στην περίπτωση ακύρωσης της παραγγελίας, το ποσό της προκαταβολής δεν επιστρέφεται ούτε αφαιρείται από τον λογαριασμό του πελάτη.

### 5. Εκπαίδευση

Η βασική εκπαίδευση συμπεριλαμβάνεται στην τελική τιμή της προσφοράς. Σε περίπτωση που θα χρειαστεί περισσότερο χρόνο τότε ο χρόνος αυτός θα χρεώνεται.

### 6. Επιπρόσθετοι Όροι Προσφοράς (αν υπάρχουν).

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*For Hea*

*Signatu*

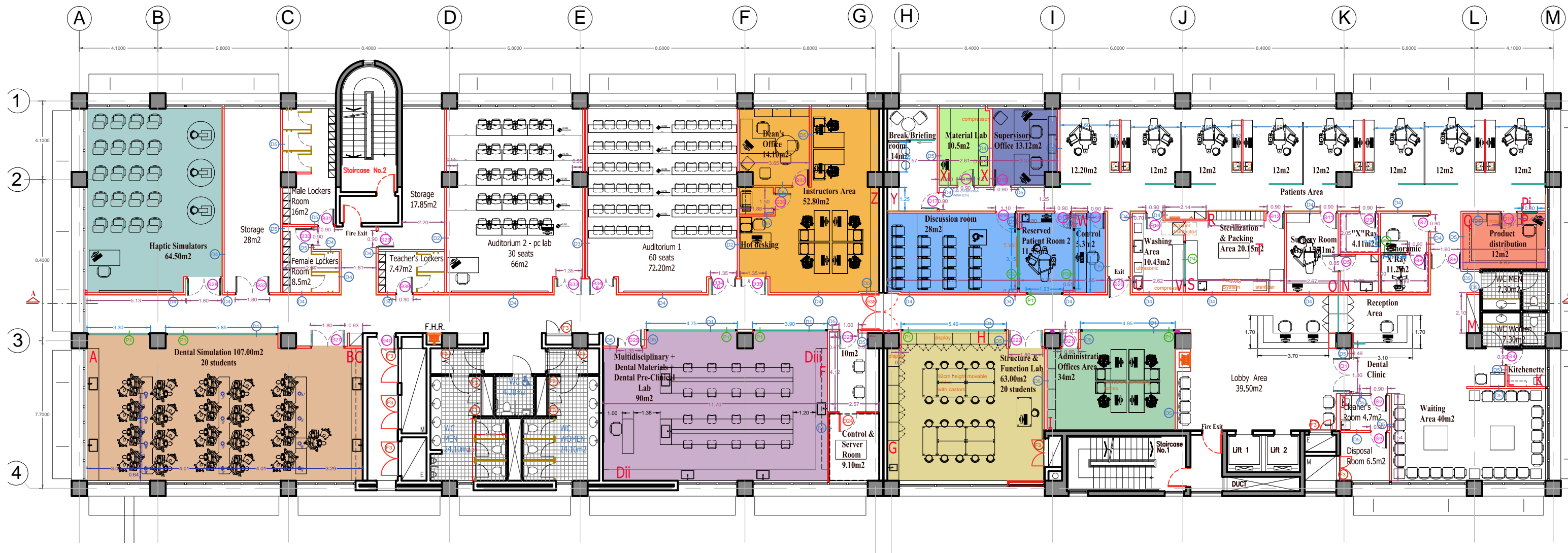
*Name: „*











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Dentalcon Vat No.: 10117018A





- |  |   |
|--|---|
|  Haptic Simulators                                    |  Instructors Area, Dean's Office - Hot desking |
|  Dental Simulation Lab                                |  Administration Offices                        |
|  Multidisciplinary / Pre - Clinical                   |  Supervisors Office                            |
|  Structure & Function Lab                             |  Material Lab                                  |
|  Discussion Room, Reserved Patient Room, Control Room |  Product Distribution                          |

ARCHITECTS - DESIGNERS

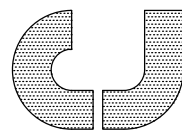
ARCHITECTS - DESIGNERS

ARCHITECTS - DESIGNERS

ARCHITECTS - DESIGNERS

ARCHITECTS - DESIGNERS

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f: +357 25819840**PROJECT NAME:**  
Dental School  
European University**JOB NO:****DRAWING:**  
Floor Plan -4th Floor**SCALE:**  
1:200 / Paper A3**DATE:**  
3.5.17**SHEET NO:**  
4

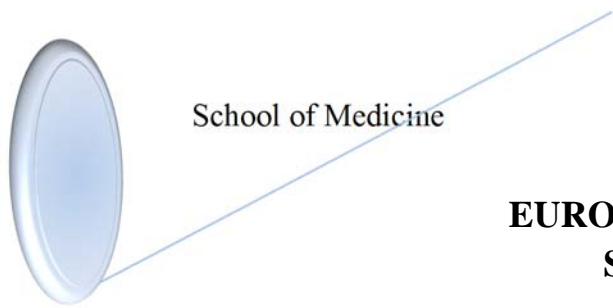
## **HEALTH AND SAFETY RULES FOR THE LABORATORIES OF SCHOOL OF MEDICINE**



**EUROPEAN UNIVERSITY CYPRUS**

**September 2013**

**Professor Dr. Ioannis Patrikios**



## EUROPEAN UNIVERSITY CYPRUS SCHOOL OF MEDICINE

### HEALTH AND SAFETY RULES FOR THE LABORATORIES OF SCHOOL OF MEDICINE

#### Introduction

The smooth and safe operation of the Department and laboratories requires updating both laboratory staff and students about the rules of safety and health.

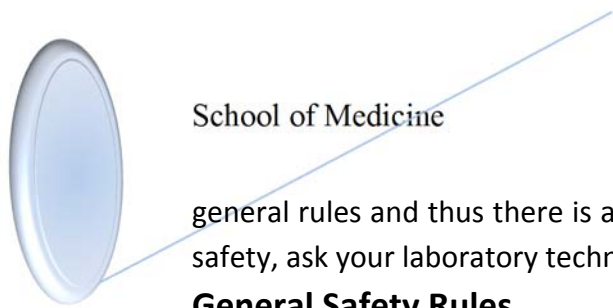
The lab spaces are dangerous when the rules and safety protocols are not met and do not applied. To this end it is necessary and essential that participants be informed, to know, learn and observe the safety rules described in detail and analyzed in this form.

To carry out a laboratory experiment participants should be aware that they are responsible for their own safety and health, but also for the safety and health of all third parties who may be affected in the laboratory or in the surrounding areas. Ignorance of safety rules of the laboratory is unjustified and can have a serious impact, not only on the person but also to all who are present in the laboratory or in the vicinity thereof.

The following health and safety rules are designed to conduct/perform experiments smoothly and safely in the labs. Safety in a Workshop, in addition to recording rules, is a dynamic situation, which arises from the correct behavior and actions of all those present. Complacency is often the cause of serious accidents. To maintain a secure situation all participants must be constantly vigilant and caring individual and collective compliance with safety standards. You will repeatedly listen to the safety rules and be addressed to the attention of these rules. This emphasis may be considered excessive but it is essential for reducing the chances of injury in the workshop. Knowledge is the best defense against injury in laboratory areas.

These rules are not designed to make the laboratory courses less enjoyable. Each of them has a specific purpose.

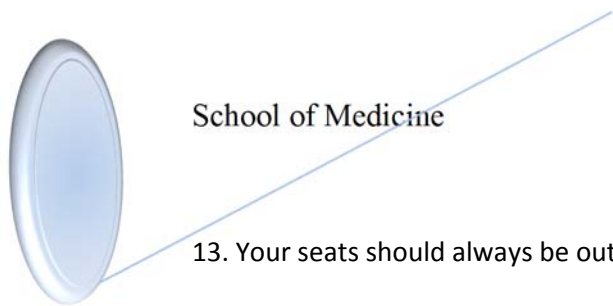
There will be a written examination for the safety rules that you are required to pass (80% or greater) before continuing to monitor laboratory courses. If you read and understand the following rules you will pass the exam easily. Most are common sense. Remember that these are



general rules and thus there is a risk of something missing. If at any time you are unsure about safety, ask your laboratory technician or the tutor.

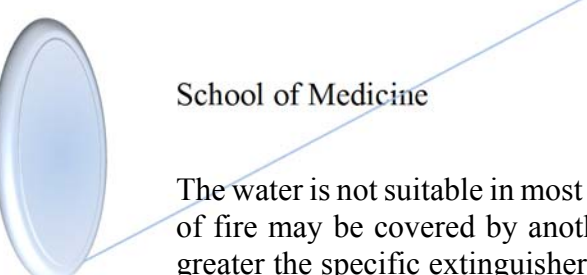
### **General Safety Rules**

1. Within the property area should be only those directly related to the ongoing laboratory activities. Everyone should know the rules that govern the laboratories and the activities ( experiments ) conducted
2. The workbench and utensils / equipment used should be kept clean and tidy, both for security and for the accuracy of the experimental data.
3. Unnecessary personal items (clothing, bags, etc.) that can restrict the freedom of movement and on the other hand can be damaged, are not allowed in the workshops.
4. The presence and / or consumption of any kind (solid or liquid) food, as well as smoking in laboratories is strictly forbidden. Before leaving the laboratory is hand washing mandatory.
5. Each student is required, for the entire period that is within the area of the laboratory, to wear the blue uniform a lab coat and goggles (1 set of each will be given free). After the laboratory exercise the coat should be stored in a pouch or bag for the specific purpose.
6. Contact lenses are prohibited in the laboratory. The goggles cannot protect you from fumes that can dry-up the lenses (you might even need surgery to unstick them). The lenses can still absorb chemicals from the air and to trap the surface of the eye not being able to be washed off if necessary.
7. The use of gloves is mandatory. Appendix 1 lists the appropriate types of gloves for various chemicals.
8. Within the Laboratory, sandals are prohibited as well as the high-heeled sandals. Long hair is a source of many risks, because they can easily ignite or come into contact with chemicals, or be trapped in rotating machinery parts. Therefore, you should take the necessary measures.
9. Shorts or skirts above the knee are not allowed. Your clothes are the ones that will protect you from direct skin contact from any splashing chemicals. Always wear the blue uniform.
10. Do not wear decorative valuables in the laboratory, not even watch if possible. If chemicals pass under ring, watch or other, they may stay in contact with the skin and cause problems / burns.
11. Radio, cassette player or headphones are prohibited.
12. The pathways to the exits of the workshop should be kept clean/free.



13. Your seats should always be outside of the common areas and corridors.
14. For conveying items, glassware or devices in the laboratory use the help of both hands.
15. The banter between you and your classmates, exchanging items, skirmishes and unnecessary nod in the laboratory is a cause of miscarriage from your laboratory. Never be sure of what a bottle that apparently shows that it is water, can contain. To try to splash some it might prove fatal.
16. Wash your hands at the end of the laboratory period. It is possible to absorb chemical fumes from the air and cause irritation.
17. Never take broken glassware by your hands.
18. Never throw pieces of broken glass in the normal waste bin.
19. Never replace chemicals or modify experimental protocols.
20. Do not smell straight from the bottles and only those indicated in the protocols of the experiments.
21. Avoid make-up (including lipstick).
22. If you are pregnant, ask your tutor if you can continue to watch the lab course or for further advice.
23. The floor of the laboratory should be kept clean and dry. If big amount of chemical is spilled on the floor, the Lab Technician should be informed immediately.
24. Each student needs to know where they are and how they are used: the first aid kit, fire extinguishers and emergency showers. Safety equipment must be maintained in good condition and not used unnecessarily.
25. To work without the permission of the responsible teacher of the Laboratory it is forbidden. In case of doubt about the safe operation of an experiment ask the lab technician. Any removal of equipment or utensils from the laboratory without prior authorization is forbidden. Only the authorized protocols are allowed for experimenting.
26. Avoid inhalation of vapors. Closed containers containing chemicals should be opened within the hood. Experiments that create fumes should always be carried out within the hood.
27. In case of danger or accident you must maintain composure and a spirit of cooperation and mutual aid. The lab technician should be informed immediately.
28. Should a fire ignite in the laboratory requires great attention of how to prepare the extinction.





The water is not suitable in most cases! If a chemical within a beaker or flask is on fire, the outbreak of fire may be covered by another beaker or damp cloth (only when the fire is small). If fire is greater the specific extinguisher and/or blankets should be used. If the fire is large then you must evacuate the Laboratory immediately, alert people to the other University buildings and call the Fire department. In this case all users of the workshops should be gathered at predetermined assembly point. The professors of the Department are responsible to ensure that the evacuation was performed smoothly. **Phones and important telephone numbers will be listed next to each laboratory door in the Laboratory.**

In case of fire from electrical causes (eg short circuit), do not use water to extinguish, fire extinguishers are located in the rooms.

For various types of fire there are corresponding extinguishers:

A. Water - It is suitable for solid materials such as wood, paper, cloth, plastic and unsuitable for electrical causes of fire and flammable liquids.

B. CO<sub>2</sub> - is suitable for small fires from oil or other flammable substances and fires from electrical causes. Unsuitable for fires from burning metals and solid materials.

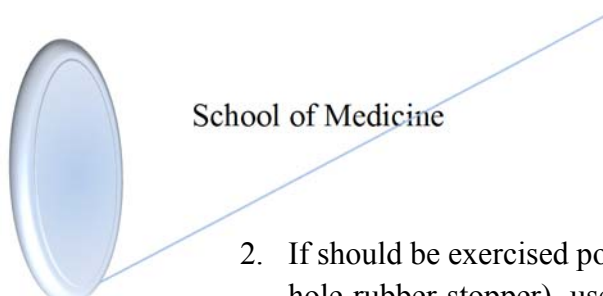
C. Dry powder - is suitable for fires of flammable substances, oil, electrical causes of fires and solid surfaces. Unsuitable for metal fires and fires that have already ventured into solid materials.

D. BCF - It is suitable for small-scale fires, caused by flammable materials, or due to electrical causes. By using BCF toxic derivatives are generated; so in the case of closed spaces proper measures for ventilation before reuse the space are necessary.

### Use of Apparatus and Equipment

Many organs of laboratory equipment are sensitive and expensive. Each user must read first (and understand) the instructions for use. If there is doubt or a problem, the Laboratory Technician should be informed.

1. The installation of electrical appliances (hotplates, stirrers, etc. ) must be done with due care. More specifically, should be given special attention to the cables, which should be located away from the desktop and not come in contact with heat sources. All electrical equipment must be checked periodically, even if not used. For damaged electrical devices the Laboratory Technician should be informed immediately. The use of electrical appliances should be performed by dry hands on a place without water.

- 
2. If should be exercised power on glassware (eg to adjust thermometer or glass tube into the hole rubber stopper), use thick gloves or thick cloth with slow circular motions. Injuries from broken glass are among the most common accidents in the labs.
  3. All glassware must be carefully checked before being used for their purity and the existence of cracks. Particularly dangerous are cracks in glassware that are to be used on devices with low or high pressure . Glassware should be cleaned as soon as possible after use.
  4. Do not heat anything in cracked glassware.
  5. Be sure that there is no bottle containing organic chemicals on the bench when you use Bunsen Burner. The organic substances are flammable, heavier than air, so the organic gases are mostly gathered on the surface of the bench. These gases can be source of ignition even when the bottles are beyond four feet away.
  6. Do not pour chemical waste in the sink drains or in the rubbish bins.
  7. Drying glassware in the laboratory ovens after first being rinsed with distilled water or acetone. Do not place closed containers or plastic parts of appliances or plastic lids in the oven. Oven temperature is determined by the laboratory technician and should not be altered.
  8. If a tap must be open for too long, the tubes connecting to your device and the flow of water should be checked periodically. After working all taps should be checked to be closed.
  9. Use of gas cylinders. Accidents can be caused by gas cylinders. Special caution should be on:
    - A. The cylinder key must be mounted in the cylinder for emergency situations.
    - B. The valves should be opened slowly.
    - C. The bottles must be stored securely immobilized with appropriate belt or chain belt and positioned vertically.
    - D. There must be a pressure regulator.
    - E. Do not put any grease on the valve or regulator for easier threading. The oxygen forms explosive compounds with many lubricants, such and vaseline.

### Chemical reagents

### General safety rules for chemical reagents

1. Working with hazardous reagents (flammable, toxic or reactors emit hazardous vapors ) is performed only in the hoods.
2. Pipetting by mouth is prohibited. Proper use is with rubber suckers (bulb).
3. Use only the quantities of reagents required by the experiment. Do not return any excess to the reagent container. For residue treatment please contact your laboratory Technician (see section for neutralizing waste).
4. Avoid exposure to chemicals or solutions (especially in the eyes and the mucous membranes of the oral and nasal cavity).
5. The heating of volatile flammable liquids or solutions in open containers or Bunsen Burners is prohibited. The bottles of these fluids should be kept away from open flames or hot areas. When running experiments that require flame you must first remove all flammable substances. No more than three liters of flammable solvents should be kept in Laboratory. The other solvents should be stored in metal fireproof cabinets.
6. All bottles or containers containing reagents, including containers which are reactions must bear accurate and legible inscription on their content.

### Marking chemical reagents

The labeling of chemicals is designed to inform users about the dangers of chemical reagents and their safe handling. The countries of European Union labels of chemicals should be clearly shows : a) the name of the chemical, b ) the name, address and telephone number of manufacturer and importer c) the chemical notation ( Appendix 2) d ) the number of risk (R-phrases, Appendix 3) and the number of security (S-phrases, Appendix 4), and f ) the quantity in the container. Labels should be written in the official national language. Usually a label can contain up to four chemical names, which are the most dangerous, up to two hazard symbols, risk until four numbers up to four digits security. Generally the labels do not display chemicals which are at less than 0.1 % by weight and are not very toxic (T +) or simply toxic (T). Also do not mention chemicals that are in amounts less than 1% and not classifiable as harmful (Xn), corrosive (C) or those that cause irritation (Xi).

## Examples

100 mL 1,1,1-Trichloroethane  $C_2H_3Cl_3$



Xn Contains

1,1,1-Trichloroethane 97%

1,1,1,2-Tetrachloroethane 1.5%

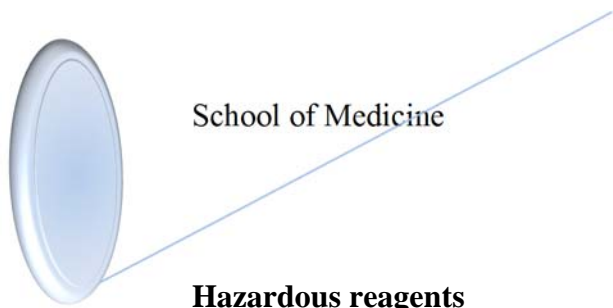
1,1-Dichloroethane 1.0%



N

R20, R59, S2, S24/25, S59, S61

The above meanings: The container holds 100 mL chemical whose composition is 97% by weight 1,1,1-trichloroethane, 1.5% 1,1,1,2-tetrachloroethane and 1.0% 1,1-dichloroethane. These three chemical is 99.5% of the chemical. The remaining 0.5% is another or other chemicals, which is not T (toxic) or T + (very toxic). Often the mass balance is water. The chemical 1,1,1-trichloroethane is harmful and dangerous to the environment. Also classified as R20 (Harmful by inhalation), R59 (ozone depleting), S2 (must be kept away from children), S24/25 (avoid contact with eyes or skin), S59 (for how to recycle or refusal, request instructions from the manufacturer), S61 (this material should be considered hazardous waste).



## Hazardous reagents

### 1. Explosive substances

The use of an explosive substance should be avoided if it can be replaced with some other non-explosive. If to be used necessarily substance with explosive properties, it should be the smallest possible amounts. Containers of explosive compounds should be protected from vibration and high temperatures. In the case of solid explosives; any form of impact (even scrubbing) must be avoided (eg during transfer with a spatula). In some cases the use of metal spatula is forbidden.

A) **Acetylene and acetylide heavy metals (Ag, Cu). Polyacetylene** and certain halo derivatives thereof.

B) **hydrozotic acid** and all **azides** (azide,  $N_3^-$ ) excluding sodium azide.

C) **diazonium salt** (solid ) and diazo compounds .

D) **Inorganic nitrate** (nitrate,  $NO_3^-$ ), especially ammonium nitrate (ammonium nitrate).

#### Nitrate esters of polyols.

E) **Polynitro compounds** as picric acid and heavy metal picrates, trinitrobenzene (TNB), trinitrotoluene (TNT). These compounds are safe when they contain water.

F) **Metal oxides of nitrophenols.**

G) **Peroxide.** Formed with the passage of time or by the treatment (e.g. heating, distillation, etc.) of ethers and they are the most frequent cause of explosions in laboratories.

H) **tribromide trichloride and triiodide Oxide: too explosive !**

I) **Strong oxidizing agents.** They are particularly dangerous when in contact with polyalcohols, carbohydrates and cellulose -containing materials (such as paper, cloth or wood). Also, when mixed with sulfur (sulfur) or phosphorus (phosphorus) and powdered metals, such as magnesium (magnesium) and aluminum (aluminium). In the strong oxidizing agents belong the following compounds: a) Perchloric acid ( $IClO_4$ ), chlorates (chlorate,  $ClO_3^-$ ) and perchlorates, (perchlorate,  $ClO_4^-$ ) b ) chromium trioxide, chromate (chromate,  $CrO_4^{2-}$ ) and dichromates (dichromate  $Cr_2O_7^{2-}$ ), c ) and concentrated fuming nitric acid (nitric acid) and nitrates (nitrate), d ) concentrated hydrogen peroxide (hydrogen peroxide,  $H_2O_2$  ), e) liquid oxygen and liquid air.

#### Particular risk of explosion occurs in the following cases:

A) Peroxide with ether. Simple dialkyl ethers (diethyl and diisopropyl ether) and cyclic ethers [1,4 - dioxane , tetrahydrofuran (THF) ] with the radiant effect and oxygen form peroxides. The flasks containing ethers, for this reason, should be stored in dark glass, in a dark place and not remain half full for a long time. Because peroxides are characterized with a higher boiling point than the

corresponding ethers, extreme caution is required for distillation, especially during the drying process of ethers. Before distillation, should always test for peroxides. Caution: solutions, which may contain peroxides should not be concentrated to dryness (ie sufficient volume of solution should remain in the distillation flask).

Test peroxide: 1 mL of ether is stirred with a solution of potassium iodide (potassium iodide) acidified with acetic acid (acetic acid). If the mixture displays yellow ( $I_2$ ), the ether contains peroxides (see section for neutralizing the waste). In absence of peroxides, the mixture remains colorless.

B) Solid sodium amide (sodium amide) and metallic sodium. They can easily oxidized at their surface, forming explosive oxides. Potassium can be oxidized even when stored in paraffin. Pieces of metal that are covered with a thick oxide layer should not be used, but be neutralized with large amounts of isopropanol instead. Oxidized pieces  $NaNH_2$  (yellow cake) can be neutralized with solid ammonium chloride (ammonium chloride).

C) Alkali metals with chlorinated solvents. The metals: lithium, potassium, sodium, as well as the aluminum and magnesium powders react violently with chlorinated solvents such as dichloromethane, chloroform and carbon tetrachloride, with the risk of explosion.

D) Perchloric acid (perchloric acid). Reacts violently with all organic materials. Should be stored away from wood or organics. The mixing of sulfuric acid with perchloric should be avoided, because particularly dangerous anhydrous perchloric acid is formed.

E) Chromic acid and nitric acid. When used for cleaning glassware should not be heated! To use a mixture of nitric acid and ethanol for cleaning glassware it is also forbidden.

F) The liquid nitrogen (bp  $-196\text{ }^{\circ}\text{C}$ ) always contains a small amount of liquid oxygen (bp  $-183\text{ }^{\circ}\text{C}$ ). During sublimation of nitrogen the concentration of the liquid oxygen is gradually increasing and the last remnants of liquid nitrogen can contain up to 80 % oxygen. Each contact with organic materials (e.g., solvents) may cause an explosion. Therefore in Dewar vessels containing liquid nitrogen you should not place other materials unless they are completely dry.

## 2. Flammable Substances

A) Flammable solvents. Particular attention should be given to flammable solvents, which are also very volatile. These solvents should be used only in the hood and the bottles should always be carefully closed. If you spill a large amount of solvent you should immediately ventilate the entire laboratory. Until the end of the vent you should not open / close any electrical switches or move electrical wires, because there is a danger of ignition of solvent vapors from any sparking.

The ease of ignition of a compound is given by the "flash point", i.e. the temperature at which the liquid forms a flammable vapor. When a compound has a flash point less than  $15\text{ }^{\circ}\text{C}$  is considered flammable. This category includes the most common organic solvents. There should never be more than three liters of flammable solvents in a laboratory, unless they are properly protected in refractory metal containers.

B) Sodium residues. Bottles with residual sodium used for drying solvents are potential sources of fire or explosion. The pieces of sodium, which are usually covered by a thick layer of oxide, must be agitated with an excess of isopropanol for several hours. Methanol is then carefully added until all the sodium is neutralized. The mixture is carefully poured into a large quantity of water (not vice versa!) and stirred. The bottle should be washed sufficiently with alcohol before is finally cleaned with water. If residual sodium ignites the solvent, dry powder fire extinguisher or sand should be used to extinguish the fire. Caution: Do not use a fire extinguisher with  $\text{CCl}_4$  or  $\text{CO}_2$ .

C) Metal hydrides. The lithium and sodium hydrides react violently with water, liberating hydrogen. Since the reaction is very exothermic ignition of hydrogen is following. Residue hydrides must be neutralized carefully with acidic ethyl acetate or acetone.

### 3. Active mineral reagents

\*: The reagents with asterisk emit strongly corrosive vapors or are solid compounds that are forming powders equally dangerous. All experiments (including weighing) must be done in a fume cupboard!

A) Strong acids. All of the following acids react violently with bases and they are mostly emitting hazardous vapors.

\* **Hydrobromic acid** and **HBr** (hydrogen bromide)

\* **Hydrochloric acid** and **hydrogen chloride HCl** (hydrogen chloride)

\* **Hydrogen fluoride** and **HF (hydrogen fluoride)**: corrode glass and rapidly destroy organic tissue. Use only with thick rubber gloves and goggles. In case of sunburn you should be sought expert medical attention immediately.

\* **Nitric acid** (concentrated and fuming)

\* **Perchloric acid** is explosive

\* **Sulfuric acid** (concentrated and fuming)

\* **Sulfochromate acid ( $\text{CrO}_3 + \text{H}_2\text{SO}_4$ ) (chromic acid)**: combines the corrosive properties of sulfuric acid by oxidizing the  $\text{CrO}_3$ .



B) Strong bases. Calcium oxide and hydroxides of sodium and potassium react violently with acids. Emit heat in contact with water. Corrode the skin and especially the eye tissue.

\* **Ammonia** (ammonia and ammonium hydroxide) (gas or concentrated aqueous solution of  $d = 0.880$ ).

\* **Hydrazine** (hydrazine) and its salts (concentrate).

\* **Amide (sodium amide)**: reacts violently with water acts corrosive and irritating to the skin and respiratory tract, when in the form of granules.

C) **Halogens** [ $F_2$  (fluorine),  $Cl_2$  (chlorine),  $Br_2$  (bromine),  $I_2$  (iodine)]. Are all corrosive and toxic. Great care is needed in the use of fluoride, which reacts violently with a wide range of compounds.

D) **Active chlorides**. All these chlorides are very reactive, especially in contact with water.

\* Boron trichloride ( $BCl_3$ ), and tri - phosphorous penta- chloride ( $PCl_3$  and  $PCl_5$ ), phosphorus tribromide ( $PBr_3$ ), silicon tetrachloride ( $SiCl_4$ ), aluminum chloride ( $AlCl_3$ ), and titanium tetrachloride ( $TiCl_4$ ).


E) Chromium trioxide, chromic and dichromate salts. Forming fine powder acts corrosive. Water soluble chromate salts are particularly dangerous because they dissolve in nasal fluids and sweat, causing cancer.

#### 4. Toxic substances

Because almost all of the compounds, depending on the quantity and concentration, may exhibit toxic effects, contact with any chemical compound should be avoided. Normally all chemicals should be treated as potential poisons, unless of course they are known as completely harmless compounds.

The toxic effects of chemical compounds are characterized as either 'direct' or as 'chronic'. The most known poisons such as hydrogen cyanide or chlorine, which have direct toxic effects, are usually treated with appropriate caution. However some compounds are characterized by chronic toxic effects, the results of which appear after repeated exposure to the substance, even in small quantities.





A measure of how dangerous a compound is: by the ratio TLV (Threshold Limit Value, ie maximum allowable value), measured in ppm/m<sup>3</sup> or mg/m<sup>3</sup>. TLV give the maximum concentration of vapors or dust, below which the compound can be characterized as harmless. Examples of such compounds are presented in Appendix 8.

## 5. Carcinogen


If working with known carcinogenic compounds is inevitable, you should definitely avoid inhalation of vapors or contact with skin. The work should be handled only in fume hood using gloves. Carcinogenic compounds are classified into categories A1 (proven causes cancer in humans), A2 (proven causes cancer in animals) and B (there are strong indications that the compound is carcinogenic) . Examples of such compounds are presented in Appendix 9.

The most dangerous carcinogenic compounds include:  
Aromatic amines and their derivatives.

- 2) N- nitroso compounds , such as nitrosamines [R'-N (NO)-R] and [R'-N (NO)-CO-R].
- 3) Polycyclic aromatic compounds contained in tar, such as benzo [a] pyrene, dibenzo [a, h] anthracene, etc.
- 4) Alkylating reagents such chloroalkyethers, alkyl halides, alkyl sulfates, diazomethane etc.
- 5) Organic sulfur compounds, such as thioacetamide and thiourea.
- 6) Dust asbestos (the respiratory tract).
6. Hazardous compounds due to accumulation in the body

Benzene. Prolonged exposure to benzene vapors can display from anemia to leukemia. The human olfactory senses do not usually detect benzene in concentrations below 75 ppm (i.e. more than seven times the TLV of benzene). When benzene can be smelled, it means that a significant quantity has been inhaled. In most cases, the benzene can be replaced by the less dangerous toluene (TLV 100 ppm).

Lead compounds. They are very powerful because poisons accumulate in the human body. The organic lead compounds are volatile and inhalation of the vapors should be avoided. Are also easily absorbed by the skin.



Mercury and its compounds. Are characterized by a very high toxicity. Generally the divalent mercury salts are more toxic than those of monovalent. The vapors of metallic mercury and volatile compounds are dangerous poisons.

### **7. Radioactive substances, use of radiation**

Some basic things that concern workers with radioactive substances are:

A. The must know the nature, the half-life and penetrance of radiation produced by the substances with which they work.

B. For the manipulation of radioactive substances thick disposable plastic gloves are required.

C. When conducting experiments with radioactive substances workers must be careful not to expose the transmitting beam of energy.

D. Employees must also always remember that the basic principles of protection against ionizing radiation are: Short time exposure, long distance from the source and "isolation of the source."

In terms of radiation; the main risks are arising from radiation sources, UV lamps, X-ray apparatus and laser appliances.

In places with laser a special protective glasses should be used. The beam of laser, should not be directed at people (especially to the eyes) or on flammable materials such as clothing, wood etc. .

### **Laboratory Waste**

Collection and neutralization of laboratory waste.

Chemical waste in a Chemistry Lab is basically specialized, and subject to the laws on waste that cannot be discharged in sinks. Although the waste in a Chemical Laboratory is in small quantities, should be collected in special containers and be delivered to the collection company to neutralize them. The collection of waste is in special containers which are classified into different categories so as to avoid mixing of incompatible chemicals (to rule out any dangerous reactions). In many cases, the waste needs treatment before collection.

The containers must be appropriate (eg to withstand the solvent effect) for the storage of waste, as well as hermetic. The containers should be stored in well ventilated place to avoid the concentration of hazardous vapors.



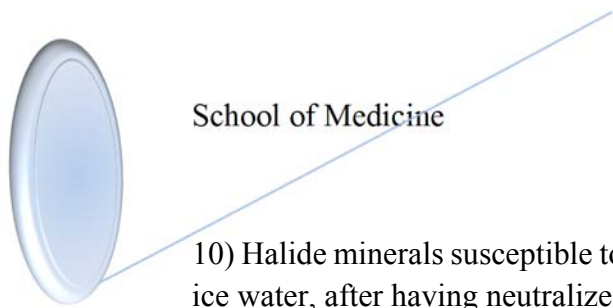
### Pre-treatment of laboratory waste

The following instructions should be followed for the conversion of chemical waste into harmless secondary waste, during storage, until their destruction.

The methods mentioned below refer to small quantities used in a Chemical Laboratory and in any case is not suitable for larger quantities. The application of these methods requires the help of specially trained personnel with appropriate knowledge about the subject.

### **Tips for neutralization and recycling of waste Lab - Treating Injuries**

- 1) Inorganic acids should be diluted first with water or ice, but with great caution (the acid to water, not vice versa), and then neutralization with a caustic soda solution (until the pH is 6-8), collecting vessel A.
- 2) Inorganic bases, diluted with water and neutralized with a dilute sulfuric acid (until pH is 6.8), collecting container B.
- 3) The minerals collection container S, their solutions, container A. If it is necessary to neutralize them, is as in cases 1 and 2.
- 4) The inorganic metal compounds are carcinogenic, highly toxic (T +) or toxic ( T ) in the form of solutions or in solid form, container M.
- 5) The radioactive compounds should be collected with special precautions referred for radioactive bodies, according to the Commission of Atomic Energy.
- 6) The residues of inorganic salts of mercury and mercury collected in container Q. The residual mercury should be neutralized with sulfur or zinc dust.
- 7) Cyanide, mineral acids and mixtures of diazonium salts are oxidized with sodium hypochlorite solution to be converted to secondary non- hazardous compounds. Residues of oxidants should be neutralized with sodium thiosulfonic. The set of oxidation products can be tested for presence of cyanide (test Aquanal). The final solution collected in the reaction vessel A.
- 8) Inorganic peroxides and oxidizing agents such as bromine and iodine is converted into harmless compounds by treatment with a solution of sodium thiosulfonic. Collected in container A.
- 9) Hydrofluoric acid solutions of mixtures of inorganic fluoro-compounds should be precipitated with the chaux milk in the form of calcium fluoride. The precipitate should be filtered and collected in the collecting container S. The filtrate collected in the collection container A.



10) Halide minerals susceptible to hydrolysis and similar mixtures should be carefully diluted with ice water, after having neutralized; container A.

11) Phosphorus and its metal salts should be carefully mixt into a solution (e.g. 100 mL 5% sodium hypochlorite and 5 mL 50% sodium hydroxide) to be oxidized . Because of the danger of ignition during the above procedure, this should be done in a fume cupboard. After filtration the precipitate is collected in the tank S, and the solutions in the container A.

12) The alkali metals, metal hydrides, metal amides and their alkoxides decompose causing explosion if they come into contact with water. These compounds are neutralized by treating them in butanol (suspensions of these compounds in butanol should not be cooled with either water or dry ice). The suspensions of the compounds in butanol should be maintained for at least 24 hours, so that the last traces of alkali or alkaline salts disappear. Then the solution of butanol should be carefully diluted with water and the resulting solution neutralized with dilute sulfuric acid. The final solution is stored in container C.

13) Metal salts of noble metals: the solid residues and their solutions are collected in containers M.

14) Non- chlorinated organic solvents: container O.

15) Chlorinated organic solvents: container H.

16) Various organic mixtures with moderate activity: Wet-mix without halogens: O. Halogenated container, liquid: solid container H. mixtures : M. container

17) Organic bases and amines: after neutralization with hydrochloric acid or sulfuric acid, collected in the container H or C, as before.

18) The organic acids should be carefully neutralized with sodium bicarbonate or sodium hydroxide. Then placed in container A. The aromatic carboxylic acids, after neutralization in the container A, otherwise the container C.

19) Organic peroxides, other strong oxidizing agents, or compounds that can ignite should be reduced with sodium sulfite solution. The collection container O or H.

20) Nitriles, mercaptans and similar compounds are oxidized by stirring for several hours with a solution of sodium hypochlorite. The organic layer should be placed in the container H and the water in the container A.

21) Mixtures of organometallic compounds are readily hydrolyzed, passed carefully into n- butanol and stirred for several hours (10-16 hours). Then the solution should be carefully added to water. The organic layer in the container H and the water in the container A.

22) Carcinogenic mixtures, highly toxic and / or flammable : collected in container C.

23) The acid halides should be placed in methanol in order to be disabled. This process can be accelerated by adding few drops of hydrochloric acid. Followed by neutralization with dilute potassium hydroxide solution. Container H.

### **First aid for accidents in Laboratory**

#### **Burns**

1) From heat. Wash thoroughly with water for a long time (10-20 minutes). Superficial burns, where the skin has been destroyed, spray with a special spray or rubbed with special ointments and bandage loosely. For more serious burns you should not use oil, cream or powder, but obtain medical advice as soon as possible.

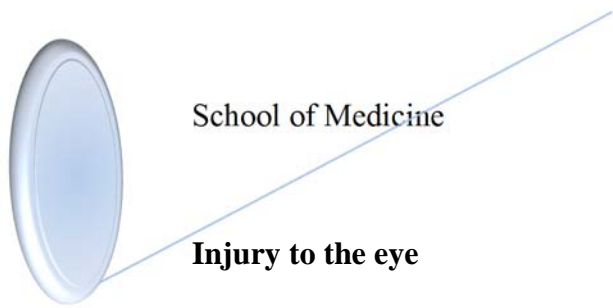
2) From corrosive compounds : Burn should be washed first with water. Depending on the type of the corrosive compound injury vary.

Dense acids: washing with 1% aqueous solution of sodium bicarbonate. Dense bases: wash with an aqueous solution of 1% acetic acid. Bromine: coat with glycerine and bandage it. Phosphorus: wash with a solution of 3 % copper (II) and water. Dimethylsulfonic ester: wash with concentrated ammonia and water. Corrosive organic compounds: clean with alcohol and soap water

Should obtain medical advice as soon as possible.

#### **Wounds cut**

In case of a small wound allow free flow of blood for a few seconds. If the trauma is caused by broken glass, remove only the fragments that have not stuck (do not try to remove fragments, even if they appear). Then the wound is disinfected and ligated. If strong bleeding you should stop the flow of blood by pressing the vessel at the appropriate place (vein or artery) and ligate with gauze (not cotton!). Require immediate medical help.

**Injury to the eye**

If you get a chemical compound into the eye, rinse with plenty of water for at least 5 minutes, keeping eyelids open. If glass gets into the eye, then the eye should not be washed! Should be remain closed and ask for an immediate medical attention.

**Poisons**

Generally, compound ingestion is treated by administering a suitable substance or antidote or by purging (vomit), as appropriate.

Acids: abundant water and then milk of magnesia [ $\text{Mg}(\text{OH})_2$ ].

Alkalis: abundant water and then lemon juice, orange or citric acid.

Salts of heavy metals: milk or egg yolk.

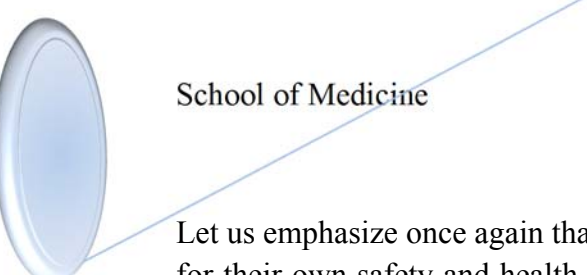
Arsenic and mercury: induce vomiting as soon as possible.

Cyanides: antidote which causes vomiting. Should be sought immediate medical help. The antidote is a mixture of 50mL of solution A and solution B. 50 mL (Solution A: 158 g of hydrated iron (II) and 3 g of citric acid in 1 L water. Solution B: 60 g of anhydrous sodium carbonate in 1 L of water). Solutions A and B must be preprepared and placed in the Medical box. (Solution A is degraded with time and must be renewed).

Inhaling hazardous gas: The sufferer should be transferred immediately to a well-ventilated area and take deep breaths. Obtain medical help as soon as possible.

**Compliance with safety**

Safety rules should be strictly observed. The University is required to provide the necessary infrastructure to make it possible to comply with health and safety rules and smooth and safe laboratory areas. Compliance with health and safety rules is the responsibility of every employee / trainee in the laboratory.



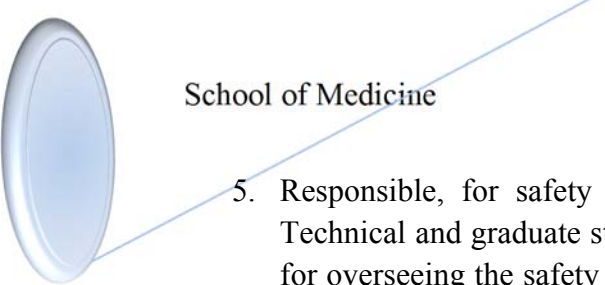
Let us emphasize once again that participants performing a laboratory experiment are responsible for their own safety and health, including the health and safety of all third persons who may be affected within or outside the laboratory.

For each laboratory exercise a lab technician or supervisor professor is obliged to inform students about additional potential risks that may occur during this exercise and are not contained in these rules.

If the rules are not respected, the operator is obliged to disqualify the practitioner from the laboratory.

**Recommendations for compliance with safety standards:**

1. All students should be aware of the safety rules at the beginning of the first semester of their studies.
2. All students should attend the seminar on Security at the beginning of the first semester of their studies. After the seminar at the beginning of each academic year students will be considered on security issues. Success in this examination is mandatory (has to be greater than or equal to 8/10) to allow participation in conducting any laboratory course. Also, for monitoring laboratory course of an academic year a signed solemn declaration is mandatory; sample of which appears on the last page of this document.
3. Before the beginning of each laboratory exercise the responsible teacher should inform students about any dangerous parts of each experiment. These may relate to a technique (e.g. heating devices, working with low pressure) and / or by the use of chemicals (eg concentrated sulfuric acid). For complete information on the safety of the reagents you use, it is recommended to inform (eg as they are recorded in the MSDS (material safety data sheets), except for the unknown samples), from the internet [http://physchem.ox.ac.uk / MSDS /](http://physchem.ox.ac.uk/MSDS/) the students in advance. The key recommendations appear within your manual protocols of experiments and you are obliged to have it with you every laboratory period.
4. Everyone, students, technicians, laboratory assistants and responsible teacher needs to know where is the first aid kit, fire extinguishers, fire blankets, emergency showers, phone and exits of the Laboratory. There should be regular monitoring by technicians of Laboratories that items related to the safety of the Laboratory are in the correct position and they function normally. Special care is required for the first aid kit, which should be stocked with medicines / antidotes , which are in a proper condition and have not expired.

- 
5. Responsible, for safety in each lab exercise, will be the responsible instructor, the Technical and graduate students (if any) that help in the laboratory. They are responsible for overseeing the safety and compliance. Problems concerning the safety of laboratories should be reported to the General Safety Officer as soon as possible.
  6. The Laboratory Security of the Department is required at least four times a year to check all the laboratories of the Department and complement the general security document which is in Appendix 9. The completed brochure should be delivered to the Chairperson of the Department and the Security Committee of the University in order to look any weaknesses in the implementation of safety rules and seek methods to solve the presented problems. In cases where the Department is unable to implement safety rules alone (such as on general infrastructure related to laboratory spaces) should ask for help from the University.
  7. In course of conducting laboratory exercises the responsible instructor should be present in the laboratory to instruct students on the proper execution of laboratory exercises. The safety of the workshop should be monitored by at least one security officer, the laboratory technician (assuming that the number of students exerted less than 18). The technique can be absent only after advanced permission by the Department Chair and the instructor.



## Annexes

## 1. Types of glove for use with various solvents

Reagent	Type of Gloves
Acetone	Butyl rubber; Polyethylene
Benzene	PVA; Viton; (Polyurethane; Butyl/Neoprene)
Ethanol	Butyl rubber; Nitrile rubber; Neoprene; Natural rubber; Viton
Gasoline	PVA; Nitrile
Hexane	Viton; Neoprene; PVA; Nitrile
Isopropanol	Natural rubber; Neoprene; Nitrile rubber; PVC
Mesitylene	PVA; Viton
Methyl cellosolve	Butyl rubber; PVA;
Methyl ethyl ketone (MEK)	Butyl rubber; (PVA; Viton; Polyethylene)
Methyl isobutyl ketone (MIK)	PVA
Naphtha	Polyurethane; Nitrile rubber
Toluene	PVA; Viton; (Butyl rubber)
Toluene diisocyanate (TDI)	PVA;
1,1,1-Trichloroethane	Viton; (Natural rubber; Butyl rubber; Polyethylene)
Trichloroethylene	Viton; (Natural rubber; Butyl rubber; Polyethylene)
Turpentine	PVA; Nitrile rubber

**Xylene**

PVA; Nitrile rubber

**The materials listed in brackets provide limited protection**

## 2. Symbols and indications of danger for dangerous substances and preparations

**E****O****F****F+****T****T+**



Xn



Xi



C



N

### 5. List of chemicals banned or severely restricted to certain uses owing to their effects on health and the environment in the countries of EU

Chemical	CAS number	Use category	Use limitation
<b>MERCURIC OXIDE</b>	21908-53-2	P	SR
<b>MERCUROUS CHLORIDE</b>	10112-91-1	P	SR
<b>OTHER INORGANIC MERCURY COMPOUNDS</b>		P	B
<b>ALKYL MERCURY COMPOUNDS</b>		P	SR
<b>ALKOXYALKYL AND ARYL MERCURY COMPOUNDS</b>		P	B
<b>ALDRIN</b>	309-00-2	P	SR
<b>CHLORDANE</b>	57-74-9	P	B
<b>DIELDRIN</b>	60-57-1	P	B

<b>DDT</b>	50-29-3	P	B
<b>ENDRIN</b>	72-20-8	P	SR
<b>HCH (contains &lt; 99% gamma isomer)</b>	608-73-1	P	B
<b>HEPTACHLOR</b>	74-44-8	P	B
<b>HEXACHLOROBENZENE</b>	118-74-1	P	B
<b>CAMPHECHLOR (TOXAPHENE)</b>	8001-35-2	P	B
<b>POLYCHLORINATED BIPHENYLS (PCB), except MONO- and DICHLORINATED BIPHENYLS</b>	1336-36-3	I	B
<b>POLYCHLORINATED TERPHENYLS (PCT)</b>	61788-33-8	I	B
<b>PREPARATIONS with a PCB or PCT content higher than 0.01% by weight</b>		I	B
<b>TRIS(2,3-DIBROMOPROPYL) PHOSPHATE</b>	126-72-7	I	SR
<b>TRIS-AZIRIDINYL-PHOSPHOXIDE</b>	545-55-1	I	SR
<b>POLYBROMINATED BIPHENYLS (PBB)</b>		I	SR
<b>CROCIDOLITE</b>	12001-28-4	I	SR
<b>NITROFEN</b>	1836-75-5	P	B
<b>1,2-DIBROMOETHANE</b>	106-93-4	P	B
<b>1,2-DICHLOROETHANE</b>	107-06-2	P	B
<b>AMOSITE</b>	12172-73-5		B
<b>ANTHOPHYLLITE ASBESTOS</b>	77536-67-5		B
<b>ACTINOLITE ASBESTOS</b>	77536-66-4		B
<b>TREMOLITE ASBESTOS</b>	77536-68-6		B
<b>CADMIUM and its compounds</b>	7440-43-9		R
<b>2-NAPHTHYLAMINE and its salts</b>	91-59-8		B

<b>4-AMINOPHENYL and its salts</b>	92-67-1	B
<b>BENZIDINE and its salts</b>	92-87-5	B
<b>4-NITROPHENYL</b>	92-93-3	B

## LEGEND:

Use category:

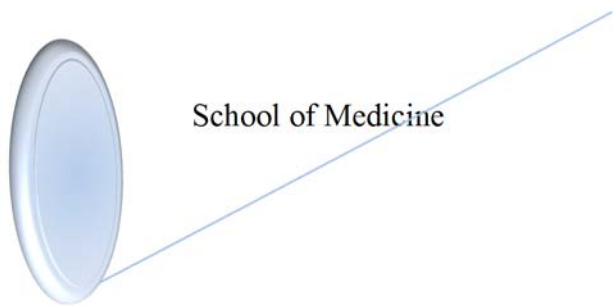
**P plant-protection product****I industrial chemical**

Use limitation:

**SR severe restriction****B ban (prohibited)****R restrictions**

## Bibliography

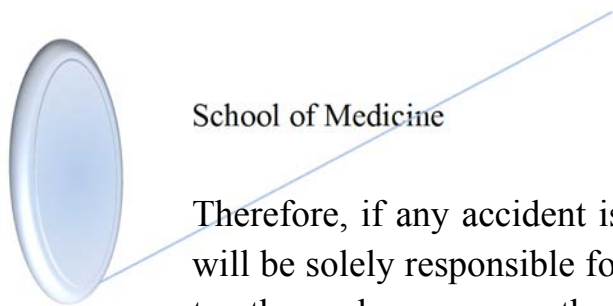
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**EUROPEAN University of CYPRUS  
School of Medicine**

**AFFIDAVID**

I, ..... declare that I fully understand the health and safety rules of the Laboratories of the School of Medicine of the EUROPEAN University of CYPRUS and certify that I will abide them strictly.



Therefore, if any accident is resulting due to me not applying the security rules, I will be solely responsible for any injury caused as a result of this accident to me or to others who were near the accident.

The Applicant

Date / Being

.....

.....

E-130/4

AM 166/16

## ΣΥΜΒΟΛΑΙΟ

Ημερ.:30/09/2016

Πελάτης: σημαίνει:

Μονάδα Παραγωγής Επικίνδυνων Αποβλήτων

Όνομα: EUROPEAN UNIVERSITY CYPRUS

6 Diogenous Street, 2404 Engomi

P.O.Box 22006, 1516 Nicosia

τηλ: 22559580

φαξ:22713020

Εταιρεία: σημαίνει:

Η εταιρεία Advance Medical Waste Management Ltd

P.O. Box 50144

3601 Λεμεσός

Οι δύο συμβαλλόμενοι συμφωνούν για τα πιο κάτω:

1. Η «Εταιρεία» η οποία είναι αδειοδοτημένη από το Υπουργείο Γεωργίας Φυσικών Πόρων και Περιβάλλοντος προσφέρει υπηρεσίες για την διαχείριση, Επικίνδυνων Αποβλήτων (συλλογή, μεταφορά και διαχείριση) του «Πελάτη» στην Ειδική Μονάδα Επεξεργασίας Επικίνδυνων Αποβλήτων, που διαθέτει, σε τακτά χρονικά διαστήματα, που θα καθοριστούν.
2. Για τους σκοπούς του παρόντος σαν «Επικίνδυνο Απόβλητο» θεωρούνται όλα τα απόβλητα που με βάση τον Ευρωπαϊκό Κατάλογο Αποβλήτων έχουν μολυσματικό ή τοξικό χαρακτήρα, βρίσκονται σε στερεά ή υγρή μορφή χαρακτηρίζονται σαν εργαστηριακά απόβλητα και άλλα απόβλητα.



3. Η «Εταιρεία» αναλαμβάνει να εφοδιάσει τον «Πελάτη» με ειδικές σακούλες ή/και δοχεία περισυλλογής – φύλαξης Επικίνδυνων Αποβλήτων όπου κρίνεται απαραίτητο. Στις σακούλες/δοχεία πρέπει να αναγράφονται με ευδιάκριτο και ανεξίτηλο τρόπο «Επικίνδυνα Απόβλητα» και το διεθνές σήμα του βιολογικού ή/και τοξικού κινδύνου.
4. Η «Εταιρεία» οφείλει κατά την ημερομηνία συλλογής των Επικίνδυνων Αποβλήτων να ετοιμάζει σχετικό πρωτόκολλο παραλαβής στο οποίο θα αναγράφονται επακριβώς το είδος και η ποσότητα των αποβλήτων, και θα υπογράφεται τόσο από την «Εταιρεία» όσο και από τον «Πελάτη».
5. Η «Εταιρεία» είναι υποχρεωμένη βάση του νόμου να μπορεί να υποδείξει τον χώρο φύλαξης των αποβλήτων πριν την καταστροφή τους, να τηρά αναλυτικό μητρώο με τα είδη και ποσότητες των αποβλήτων που βρίσκονται αποθηκευμένα και να ενημερώνει τον «Πελάτη» για την ημερομηνία και τρόπο καταστροφής των αποβλήτων.
6. Η «Εταιρεία» οφείλει να προσκομίσει αμέσως μετά την καταστροφή στο «Πελάτη» το σχετικό « Πιστοποιητικό Καταστροφής»
7. Η «Εταιρεία» έχει την υποχρέωση να παρουσιάσει στον «Πελάτη» την ειδική άδεια που κατέχει για την διαχείριση «Επικίνδυνων Αποβλήτων»
8. Ο «Πελάτης» έχει την υποχρέωση να προβαίνει στα ακόλουθα:
  - Να συλλέγει, και να τοποθετεί τα Επικίνδυνα Απόβλητα μέσα στα ειδικά πλαστικά σακούλια ή/και δοχεία που θα προμηθεύεται από την «Εταιρεία» όπως αναφέρεται πιο πάνω ή/και μέσα σε δικά του δοχεία περισυλλογής στα οποία όμως θα πρέπει να αναγράφεται με ευδιάκριτο και ανεξίτηλο τρόπο «Επικίνδυνα Απόβλητα» και να φέρουν το διεθνές σήμα του βιολογικού ή/και τοξικού κινδύνου, και να τα τοποθετεί έτοιμα για περισυλλογή από την εταιρεία στον ειδικό χώρο περισυλλογής που θα καθοριστεί. Το προσωπικό της «Εταιρείας» δεν θα έχει

υποχρέωση να περισυλλέγει τα ειδικά σακούλια εκτός του ειδικού χώρου.

- Να τοποθετεί μέσα στις ειδικές πλαστικές σακούλες ή/και δοχεία μόνο Επικίνδυνα Απόβλητα. Εάν μέσα στις πλαστικές σακούλες ή/και δοχεία τοποθετηθούν άλλα αντικείμενα, ο «Πελάτης» θα είναι υπεύθυνος για οποιαδήποτε ζημιά προκληθεί στην «Εταιρεία» ή/και στο προσωπικό της κατά την διαδικασία συλλογής ή/και μεταφοράς ή/και επεξεργασίας των Επικίνδυνων Αποβλήτων.

9. Για την πιο πάνω υπό αναφορά παρεχόμενη υπηρεσία ο «Πελάτης» θα χρεώνεται ως εξής:

- Εργαστηριακά απόβλητα @ €3,75/kg
- Άλλα απόβλητα @ €2,20/kg

10. Στην τιμή δεν συμπεριλαμβάνεται ο Φ.Π.Α.

11. Η συλλογή των Επικίνδυνων Αποβλήτων θα γίνεται ως εξής:

- Εργαστηριακά απόβλητα: Η συλλογή θα γίνεται κατόπιν τηλεφωνήματος με την «Εταιρεία».
- Άλλα απόβλητα: Η συλλογή θα γίνεται κατόπιν τηλεφωνήματος με την «Εταιρεία».

12. Η Εταιρεία δύναται να διακόψει το συμβόλαιο στις ακόλουθες περιπτώσεις:

- Όπου ο πελάτης αμελεί ή αρνείται να ικανοποιήσει τις υποχρεώσεις του όπως καθορίζονται στην παράγραφο 8 πιο πάνω.
- Όπου ο πελάτης αμελεί ή αρνείται να καταβάλει το ποσό που συμφωνήθηκε με την παρούσα.

13. Ο Πελάτης δύναται να διακόψει το συμβόλαιο όπου η εταιρεία αμελεί ή αρνείται να ικανοποιήσει τις υποχρεώσεις της όπως καθορίζονται από το παρόν συμβόλαιο.
14. Το παρόν συμβόλαιο έχει διάρκεια ενός χρόνου και τίθεται σε ισχύ την 03/10/2016 και λήγει την 02/10/2018.

Ημερομηνία: 04 οκτ 2016

**Για τον «Πελάτη»**

Όνομα :

Υπογραφή:

Θέση:

**Για την «Εταιρεία»**

.. Όνομα : Γιώργος Φαντάρος

.. Υπογραφή:

.. Θέση: I